Job Coach
Training Manual

895.42
THE NORTH DAKOTA STATEWIDE
DEVELOPMENTAL DISABILITIES
STAFF TRAINING PROGRAM

July, 2011

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PD
Minot State University
Center of Excellence
Job Coach Training Manual

This training manual was developed by the North Dakota Center for Persons with Disabilities to be used by North Dakota community provider agencies participating in the Community Staff Training Project through Minot State University. Requests for use of this publication for any other purpose should be submitted to Minot State University, NDCPD, Community Staff Training Project, Box 36, Minot, ND 58707.

Suggested citation:


Production of this publication was supported by funding from:

North Dakota Department of Human Services, Disabilities Service Division
North Dakota Center for Persons with Disabilities/Minot State University

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a center of excellence in disability research and education at Minot State University

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Introduction

Objectives:
After completing this lesson, job coaches will be able to:

- Describe the various settings where job coaches support employment outcomes for workers with disabilities.

Welcome

You are probably wondering, "What does a job coach do?" That is a very good question. The position description for a job coach varies depending on the agency, the needs of the employees being supported, and the businesses who hire them. Some people reading this manual may be working in day supports programs and others may be working to support workers in an integrated community-based job funded through Vocational Rehabilitation Supported Employment. However, in all situations, the job coach/direct support professional plays a critical role in supporting people with disabilities to identify and achieve personal outcomes related to work. As such, what a job coach does is constantly being redefined. As supported employees find jobs, learn job tasks, get new job assignments or supervisors, change jobs, or experience changes in their personal lives, the job coaches’ responsibilities will change. New technology, advances in research, changes in the regulations, and the economy will also affect how agencies support employees with disabilities in the future.

The content in this training module is designed to provide basic information about the philosophy and principles behind supported employment. Best practice recommendations for supporting people with disabilities in fulfilling their goals related to work will be presented. However, this information is only a foundation.

Job Coach Roles and Responsibilities

There are many staff involved in the lives of people with intellectual/developmental disabilities. The professionals primarily responsible for supporting employment goals have different titles depending on the agency where they work and the scope of their responsibilities. Common titles include employment specialists, job coach, and job developer.
Employment goals are supported in a variety of settings. Many employees with significant disabilities are supported in competitive jobs in community settings from a few hours a month to full-time employment with benefits. Others work in community settings or day support programs with more intensive supports. Self-employment and business ownership by people with disabilities are growing trends in many states, particularly in rural areas.

As you can see, we cannot possibly cover all of the information job coaches need in one training manual. The information in this manual will focus primarily on the skills and knowledge needed by the direct support professionals/job coaches that support workers on a day-to-day basis. We will refer to that staff person as a “job coach.”

In all employment settings, the job coach’s role is one of equal partner, active supporter, and assistant as defined by the worker with a disability. Self-determination, self-advocacy, and collaboration are emphasized. Technical and teaching skills, such as providing effective prompts, are important. Strategies that assist the worker to participate in the social aspects and work life of the business are also critical. The supports provided by the job coach should be consistent with the supported employee’s desires. Those desires may be communicated verbally or through his/her behavior. Job coaches may need to talk to others who know the person well to understand the best way to communicate with the worker.

Michael Smull (2007) suggested that, in general, people with disabilities want the following from their job coach:

- Understand how I want to live.
- Understand the role of work in my life.
- Learn about my dreams, desires, gifts, and capacities.
- Do not “place” me. Offer me a job that will make sense to me.
- Do not try to make me independent. (Recognize that everyone needs support from others in their work.)
- Help me become part of my work place. (This includes being a part of the social life of the work place.)
- Be there if I need help because of challenges in other parts of my life.
- Keep listening to my words (and behavior) for requests for a change (i.e., a change in responsibilities, supervision, pay, or where I work).
- Help me find new jobs as I want or need them.
This module will not focus on specific regulations of Supported Employment Programs or job development. For more specific information on job development, staff may complete “Demystifying Job Development” elective in the Community Staff Training curriculum.

**Good Luck!**

There is a lot to learn. Watch and listen to your peers, ask questions, and get feedback from your supervisor, employers, the people you support and their families. We're glad you are joining us in helping people with disabilities find and succeed in meaningful employment opportunities in our community.
Introduction Feedback

1. T F The goal of a job coach should be to teach the worker to be totally independent.

2. List three types of employment settings where job coaches support employment outcomes for people with disabilities.

3. T F Job coaches support workers with disabilities to become a part of the social life of the employment setting.
CHAPTER 1: History of Supported Employment

Objectives: After completing this lesson, job coaches will be able to:

- Identify the values and assumptions that shaped the framework for supported employment.
- Explain the major goal of the following legislation and initiatives: Americans with Disabilities Act (ADA), Alliance for Full Participation, Employment First, and Ticket to Work

Evolution of Supported Employment

The values that shaped sheltered or segregated employment for people with disabilities can be traced back to a time when there were no community-based options for people with disabilities. The development of community services were in part a reaction to deplorable conditions, abuse, and neglect prevalent in institutions. In the 1960s and ‘70s, sheltered workshops promised families security, consistency, and safety for their family member with disabilities. The goal of these early models was to train people in the skills they needed to be successful in the community and allow them to move from the segregated setting to a less restrictive setting.

Unfortunately, most people served in segregated residential or work settings did not move to their own homes or community jobs. They remained in the segregated setting. Over time, people with disabilities, families, advocates, and professionals began to reject the “readiness model” in which people could not move to a more integrated living or work setting until they had all the skills needed to be successful there. Segregated settings were openly criticized. This occurred as demands intensified inclusive, individualized opportunities for people with disabilities. Membership in the community, control by the person, and real work in integrated settings were the goals.

This table provides a brief history of key events that shaped the framework for Supported Employment and movements that continue to redefine employment expectations for people with disabilities.
| 1960s | • Community options were being explored.  
• New federal programs directed at employment opportunities for persons who were either unemployed or underemployed. These initiatives emphasized **real jobs for real wages**.  
• The Fairweather Lodge, a group living and working environment in California, emphasized the **self-help process and control by the individuals supported**. |
| --- | --- |
| 1970’s | • Marc Gold's "Try Another Way" technique emphasized a functional approach to teaching, which changed some fundamental assumptions about the potential of persons with severe intellectual disabilities. This approach was based on the belief that: **Everyone can learn but we have to figure out how to teach; people with developmental disabilities have potential; and all people should have the opportunity to decide how to live their lives.**  
• Wolf Wolfensburg called for a new service delivery model which **moved services away from segregated programs into the mainstream of society**.  
• Centers of Independent Living were funded and opened around the country.  
• The Education for All Handicapped Children Act mandated a free and appropriate public education for all children in the **least restrictive environment**. |
| 1980s & 1990s | • Supported Employment demonstration projects emerged and inclusion efforts gained momentum.  
• There was growing recognition that **community options were realistic alternatives to segregation**.  
• Lou Brown and his associates in Wisconsin taught the **importance of social interactions in integrated environments**.  
• Tom Belamy and his associates at the University of Oregon focused on the performance of "**real work**" by persons with developmental disabilities.  
• At the Virginia Commonwealth University, Paul Wehman and his associates developed the "supported jobs" model of **integrated, individualized placements with coaching as the essential support**. |
| 2000 – and beyond | • Community-based service and **efforts to close institutions continue to grow**.  
• Implementation of the Ticket to Work and Work Incentives Improvement Act in an effort to **remove barriers to work for people with disabilities**.  
• Employment First initiatives in many states emphasized that employment in **integrated settings for real wages should be the first option** for people of all abilities.  
• The State Employment Leadership Network (SELN) brought 18 states together to **improve employment outcomes** for people with developmental disabilities.  
• The Alliance for Full Participation (AFP), a formal partnership of leading developmental disabilities organizations, announced its new campaign, **“Real Jobs – It’s Everybody’s Business,”** and its goal of **doubling the employment rate** for people with developmental disabilities by 2015. |
Shifts in Assumptions

The names and dates in the previous table are not as important as the understanding of the assumptions that shaped policy and employment opportunities for people with disabilities. The Hoosier Orientation Handbook On Supported Employment (n.d.) identified these value shifts that led to changes in the way employment supports are provided to people with disabilities:

- **FROM** a focus on pre-requisites, readiness, and a continuum of services **TO providing individualized and customized supports so people can live, work, and contribute to their community.** Requiring people to “be ready” before receiving community employment meant that many people were never going to make it to a community employment opportunity. Instead of focusing on getting ready, individualized supports are most effective when provided to a worker at a real job site.

- **FROM** a focus on disabilities and trying to correct “deficits” **TO recognizing and encouraging capacities and gifts.** Successful employment is realized when support providers recognize and build upon the strengths and capacities of workers with disabilities.

- **FROM** a belief that the community is rejecting, hostile, and unsafe **TO believing in the capacity of natural communities to accept and include people with disabilities.** There are many employers and coworkers who are tolerant, welcoming, appreciative, helpful, but may need assistance learning how to best provide natural supports to workers with disabilities.

- **FROM** an assumption that professionals know best and that they need the power **TO taking direction from individuals with disabilities and the people who know them well.** Shared decision-making among the person and his/her family and support network is essential. Person-centered supports are developed, implemented, and monitored to support the individual’s personal outcomes.

Emergence of Supported Employment

Out of these shifts in thinking, universities developed research and demonstration projects to discover processes that focused on community supports. Supported Employment emerged as an alternative to segregated services. People with disabilities demonstrated that they can be successful in real jobs in integrated settings if given opportunities and appropriate supports. The effects of segregation can stifle personal growth and change. Supporting employment
outcomes in real jobs in the community is a research-based employment support option. Interactions in the community often result in networking opportunities, expansion of life options and real choices.

Legislation that Supports Employment of People with Disabilities

The social and political context that framed Supported Employment grew out of federal legislation. These laws demonstrated a growing societal commitment to ensure integration of all people with disabilities and other marginalized groups throughout American society. Rehabilitation legislation indicates a clear statement of legislative intent for vocational service delivery to those most in need, not necessarily those most able to benefit.

Developmental Disabilities Act
Supported Employment was first defined in the Developmental Disabilities (DD) Act of 1984. It emphasized that supported employment means paid employment designed for people with disabilities for whom competitive jobs at or above minimum wage was previously considered unlikely. This service was indicated for people with severe disabilities who need some individualized support to get and keep a job. A wide range of supports and services exist to meet the needs of people with disabilities. These supports are conducted in a variety of settings, particularly work sites in which persons without disabilities are employed. The DD Act reauthorizations have continued to support employment related activities including advocacy, capacity building, and systemic change activities.

Rehabilitation Act Amendments of 1998
The amendments define supported employment as “...competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities

(a) for whom competitive employment has not traditionally occurred; or
(b) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and
(c) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension, described in paragraph (36)(C) and extended services after the transition described in paragraph (13)(C) in order to perform such work.”
**Americans with Disabilities Act (ADA)**
The ADA, which prohibits discrimination on the basis of disability, is blazing a path of opportunity in the workplace for millions of Americans with disabilities.

**The Work Incentives Investment Act**
This act modernized the employment services system for people with disabilities. It affirmed the basic principle manifested in the ADA: that all Americans should have the same opportunities to be productive citizens.

**The Ticket to Work and Work Incentives Improvement Act (TWWIIA)**
This legislation encourages Social Security Disability Insurance (SSDI) beneficiaries and Social Security Insurance (SSI) recipients to use “tickets” to choose the service provider of their choice from an Employment Network (EN). This legislation also provides for expanded availability of health care.

Before the implementation of TWWIIA, individuals with disabilities faced the dilemma of losing important Medicaid healthcare coverage if they obtained employment or increased their work hours or rates of pay at existing jobs. States like North Dakota that adopted “Medicaid Buy-In” legislation, allow people with disabilities who want to work, or who are currently working, to pay a monthly premium to obtain or maintain Medicaid healthcare coverage. Benefits provided include:

- The possibility of employment without the fear of losing Medicaid healthcare coverage.
- The opportunity to contribute to Medicaid healthcare coverage by paying a monthly premium.
- The opportunity to have higher income and more assets than Medicaid normally allows.
- No longer having to pay recipient liability.
- The opportunity to increase hours of work and rates of pay.
- Opportunity to enjoy increased independence.

**Summary**
An understanding of the history of rehabilitation services, legislation, and supported employment is important when addressing the present and looking toward the future of services for persons with disabilities. Breaking myths related to provision of quality employment services and understanding guiding principles and values is a must when responding to the individual needs of people with disabilities.
Chapter 1 Feedback Questions

1. Which of the following describe the guiding principles, values, and assumptions that shaped policy and employment opportunities for people with disabilities.
   a. Focus on getting people ready to work before they can have a real job
   b. Focus on recognizing and encouraging capacities and gifts
   c. Focus on providing individualized employment supports in real job sites
   d. Focus on correcting skill deficits and behavior challenges
   e. Focus on protecting people with disabilities from members of the community who would take advantage of them
   f. Stress the importance of professionals in designing employment opportunities and support
   g. Focus on professionals taking direction from the person with disabilities and people who know him or her
   h. Belief that many employers are willing to provide natural supports to workers with disabilities
   i. Shared decision-making among the person and his/her family and support network is essential.

2. Ticket to Work Legislation focused on eliminating ____________ to work for people with disabilities.

3. The goal of the Alliance for Full Participation is to ____________ the employment rate for people with developmental disabilities by 2015.

4. Employment First initiatives emphasize employment in ________________ settings.

5. “Medicaid Buy-In” legislation, allows people with disabilities who want to work, or who are currently working, to pay a monthly premium to obtain or maintain Medicaid - ____________ coverage.

6. The ADA, which prohibits discrimination on the basis of ____________.
CHAPTER 2: Guiding Principles

Objectives: After completing this lesson, job coaches will be able to:

- Give examples of the supported employment best practices listed in the chapter
- Describe how they adhere to APSE’s Ethical Guidelines in their daily work as a job coach
- Follow disability etiquette when they meet or interact with individuals with disabilities including people:
  - who are Deaf or hard of hearing
  - are blind or have low vision
  - use mobility aids
  - have intellectual disabilities, limited verbal communication, Autism Spectrum Disorders, or mental health disorders

Vision, Values, Best Practices, and Ethical Guidelines

What are the most important skills for a job coach to have?

"A job coach needs to know many things (training techniques, writing skills, public relations skills, etc.); but above all a job coach needs to have the philosophy and values that lead to quality service outcomes for persons with disabilities." (Quote from a Supported Employment Program Administrator)

It is easy to get absorbed in new techniques and technology or to become focused on routines, objectives, data collection, and the task at hand. The means to the end can become confused with the outcomes most important to the people receiving our support. Guiding principles and values help to direct your thinking and your behavior; therefore, it is important to consider and analyze your own values and the guiding principles of the agency. Guiding principles and values help guide the behavior of the agency staff which has a direct effect on personal outcomes for persons with disabilities.

Employment Vision

People with disabilities have demonstrated that they can be successful in typical classrooms, in regular homes and apartments, and in real jobs in integrated settings. In each of these settings, success depends on being given opportunities and being provided appropriate supports. It is critical for the job coach and planning teams working with individuals
with disabilities in separate or segregated settings to understand the reasons why the person is not supported in an integrated employment setting. Often, it is not that the person could not be successful at a real job, but rather that we have not been able to find a way to provide the employment supports the person needs to be successful in a less restrictive setting. Sometimes the barrier to community-based employment appears to be a funding issue, but if the team keeps community-based employment as their vision, they may be able to overcome some of the funding barriers through creative use of assistive technology, natural supports, and paid supports. It can be very challenging and in some cases not possible with the resources that are currently available. However, if the vision is something less than competitive employment in an integrated setting, it is much less likely that the person will ever attain that goal. This vision requires that we shift our thinking from getting people ready for work. Instead we should `assume that everyone has the potential to work in integrated settings. Everyone is respected and valued as employable. Our focus is on the person’s interests, what she or he likes and cares about doing, and what supports and teaching might be necessary to help the person achieve the goal. The job seeker should be involved in all decisions from what kind of job he/she will try to obtain to the kind of supports that will be provided.

**Supported Employment Values**

Key values that have guided Supported Employment include (Brooke, Inge, Armstrong & Wehman; 1998):

- **Presumption of Employment:** A conviction that everyone, regardless of the level or the type of disability, has the capability and the right to a job.
- **Competitive Employment:** A conviction that employment occurs within the local labor market in typical community businesses.
- **Control:** A conviction that when people with disabilities choose and regulate their own employment supports and services, career satisfaction will result.
- **Commensurate Wages and Benefits:** A conviction that people with disabilities should earn wages and benefits equal to that of coworkers performing the same or similar jobs.
- **Focus on Capacity & Capabilities:** A conviction that people with disabilities should be viewed in terms of their abilities, strengths, and interests rather than their disabilities.
- **Importance of Relationships:** A conviction that community relationships both at and away from work leads to mutual respect and acceptance.
**Power of Supports:** A conviction that people with disabilities need to determine their personal goals and receive assistance in assembling the supports necessary to achieve their ambitions.

**Systems Change:** A conviction that traditional systems must be changed to ensure customer control which is vital to the integrity of Supported Employment.

**Importance of Community:** A conviction that people need to be connected to the formal and informal networks of a community for acceptance, growth, and development.

The North Dakota Vocational Rehabilitation and Supported Employment Guidelines (2007) emphasize the following beliefs and values:

- People with disabilities are capable of being employed.
- People with disabilities who want to work have the same right to work and earn a living wage as people who do not have a disability.
- Facilitating community employment allows people (who have traditionally been excluded from community life) the fullest community participation.
- People learn a job best on the job, not in simulated segregated environments.
- Employment options are based upon preferences, skills and needs of the applicant.
- Jobs may be carved or created to fulfill the specific needs of an employer and the specific skills of the employee.
- Employer/employee consultation and support is provided after a job has been found for as long as the employer and employee feel it is necessary.

**Best Practices in Person-Centered Approach to Supported Employment**

Our practices should reflect our values, so it is by design that the best practices listed in this section may sound very similar to the preceding discussion of values and will be emphasized again in the next section on ethics. Values, practices, and ethics should overlap. If you notice inconsistencies between practices and values or ethics, it may be time to step back and ask, “What is creating the inconsistency?” and “Is there a better way to provide employment supports?”

**Zero Exclusion.** Zero exclusion refers to the philosophy that no individual should be refused participation in employment services based on his/her disability. In fact, Supported Employment was really established for people with the most severe
disabilities. While this represents the intent of Supported Employment programs and policies, in reality, persons with mild intellectual disabilities continue to be the primary recipients of Vocational Rehabilitation Supported Employment services. Individuals with more severe or profound disabilities who require intensive supports are often referred to day support programs rather than Supported Employment. The opportunity to work, the process of working, and the community opportunities created by earned income are all critical to integrated adult lives in our society. Adults with severe disabilities should and can have the same work opportunities as others in a community. Further, the quality of employment should be judged by the same criteria used to evaluate the employment of others in our society. While many individuals with severe disabilities may well need on-going support to perform in work situations, this does not mean that they should be excluded from work.

Choice & Control. We all experience making choices in our lives. Whether a correct or incorrect choice is made, we feel some ownership in the decision, and have control regarding what happens to us. People with disabilities need to feel that same control. Choices can be as small as choosing which shirt to wear to work, who to sit by during break, which task to complete first, or as large as deciding whether to keep or quit a job. Satisfaction for many people hinges upon the amount of control they are able to exercise in finding and keeping a job, as well as the amount of flexibility to structure routines in their job. Choice in a person-centered model of employment supports would mean that job seekers are presented with a variety of experiences, options, and supports to achieve career goals of their choice. Having a job and the resulting income impacts choices in all areas of life from where the person can afford to live to how she/he spends free time. Planning must center around identification of the person's outcomes, goals, and hopes for the future. Personal choices related to lifestyle and relationships and their influence on employment need to be considered if the person is to be satisfied and successful at work. Honoring choices and relinquishing control means that we respect the person’s “dignity of risk”, opportunities to experience the risks encountered in everyday life, which is necessary for typical human growth and development.

Natural Environment. Employees with disabilities should receive instruction at the job site where they will actually use
the skill. On-the-job training allows the individual to experience the natural distractions and consequences present in the job. It promotes the worker's ability to perform a task across various settings, using different materials, and/or with different people providing supervision. Learning to clean a motel room that is part of a work area in a day support program, is not the same experience as cleaning a room at the local Super 8. Doing laundry in the group home doesn't prepare a person to work in a hospital laundry. People who learn these skills in artificial settings will need to relearn the job tasks when they become employed at a community business. The equipment, supplies, supervision, and job tasks will all be different and create new learning challenges for a person with intellectual disabilities. Time spent “learning” in the simulated setting is lost wage earning time for the worker.

**Inclusion.** Relationship building at the job site will be vital to building full inclusion and achieving employment satisfaction. The office or business setting is where many social relationships are formed. Although a person with disabilities is involved in community-based employment, it does not guarantee the individual is involved in social interactions at the work site. If meaningful social interactions do not happen naturally, staff may need to plan and provide supports for increased opportunities for inclusion.

**Natural Supports.** The phrase "natural supports" refers to linking workers with disabilities to existing supports in the work environment. Inserting supports that are different from what other workers receive can be stigmatizing. As much as possible, we want to access on-the-job assistance for the new employee from coworkers and peers on the job and supervisors. Supported Employment outcomes are most favorable when this linking activity is done when the worker begins a new job. Current recommendations for effective natural workplace support approaches require efforts to link the supported employee to the resources available to all workers from the first day of employment.

**Person-Centered Approaches.** Supported Employment has always been about assisting one person at a time. Person-centered approaches seek to support the contributions of each person by building a support network around the individual. The support network assists the focus person in obtaining his or her goals and dreams. Family, friends, and paid staff work together to assist the individual in obtaining and maintaining community based employment.
**Individualization.** Supported employment has been successful for persons with various disabilities. An understanding of the characteristics typically related to various disabilities might be helpful to a job coach as he or she provides instruction to that person. However, the job coach must remember that although an individual holds a particular label it does not mean that he or she exhibits the common characteristics of the label. The job coach must base instruction on the individual, not on his or her label.

**Comprehensive Assessment.** Appropriate individualized assessment is the key to selecting a job goal and determining the services necessary to support it. No single assessment method is best for all individuals. The identification of each individual's unique strengths, resources, priorities, concerns, abilities, capabilities, and interests guides the job matching process and the development of an individualized plan of training and supports. Note: Specific guidelines for comprehensive assessments that are a part of Vocational Rehabilitation referrals can be found in Chapter 75-08-01 of the Vocational Rehabilitation Policy Manual.

**Long-Term Supports.** Supported employment provides supports to assist the worker to keep their job. Employees and businesses needs change over time. These long term supports are designed to maintain and enhance the person’s position as a valued member of the work force. Coworker support, assistive technology, wages, coworker relationships, changes in work routine, and employee and employer satisfaction are the key issues addressed in long term supports.

**Careers.** Career development is an important consideration for all adults seeking employment. Success for supported employees, however, is often based on how long the person remains in the same job. In a person-centered approach, more emphasis is placed on the initial time spent with the job seeker identifying career goals. Job coaches work closely with the person to find a job that meets their long term career goals and stays connected to monitor their job satisfaction and advancement.

**Quality of Life.** Improvement in the quality of life of persons with severe disabilities is a direct result of employment opportunities. Such opportunities enable inclusive opportunities in community life. An individual's
preferences, needs, wants, and values are all contributing factors in the determination of quality. Criteria for a quality job and ultimately a quality life may include factors such as a reasonable wage, opportunities for advancement, and work activities that are status enhancing and valued by other community members. The factors which enhance the quality of one's life represent a wide variety of individual differences.

**APSE: The Network on Employment's Ethical Guidelines for Professionals in Supported Employment***

Contribution in the community as a valued, interdependent member occurs when human dignity is respected and opportunities are provided for each individual to pursue their unique path of development and fulfillment. While paid human service professionals cannot create inclusive communities, they can positively impact their emergence and growth. These basic human principles should be considered:

**Individuality:** People receive assistance as unique individuals with varying interests, preferences, and aptitudes. They should not be grouped together on the basis of label, functioning level, or convenience of support.

**Choice:** There are sufficient options related to each individual’s interests and desires in life in order to exercise control and autonomy over their life’s direction. The choices made by an individual are the result of being fully informed through direct personal experience and/or considering information on potential alternatives.

**Respect:** Services are always dignified, age appropriate, and enhancing.

**Participation:** People have the opportunity to actively participate in all their chosen pursuits of life.

**Competence:** Individuals are provided opportunities to develop skills of interest and use in their lives by discovering and expressing gifts and capacities.

**Social Inclusion:** Individuals with disabilities have access to diverse people in social contexts in order to build friendships, working relationships, and networks of people who go to shared places, have similar interests, or experience other things in common.
Community Settings with Minimal Intrusion: Services are designed to support persons in their pursuit of a quality life in natural settings in ways which minimize artificiality or restrictiveness.

Employment: At all times, the individual receiving supports is the central driving force in the development of options and decisions.

Career Planning: Employment should be an option for any person interested in working, regardless of label, support need, or perceived functioning level. Job seekers are the best source to identify personal interests, preferences, skills, aptitudes, and life goals. The person may invite others (i.e., family, friends, or coworkers) to help in this process. This information is the basis for identifying potential jobs, rather than program or agency considerations. Personal networks and situational experiences provide key information to help guide career support, rather than focusing on limitations which exclude people from possibilities. Individual rights to confidentiality are observed.

Job Development: Approaches for developing employer relations and linking workers with disabilities with private and public sector labor needs are respectful and image enhancing. Jobs developed are reflective of personal interests, preferences, and abilities, as well as employer needs. Materials and interactions are professional and businesslike. People are not portrayed in ways which contribute to stereotypes or other misperceptions of people with disabilities. At no time is hiring pursued based on charity.

Job Acquisition: Job placement decisions are made by the individual based on reliable information of job quality, work culture, and employee/employer benefits. Jobs are individually arranged to match a person's interests, preferences, skills, aptitudes, and life goals. While some work experiences can be productive for building an employment history and developing skills, these experiences are thought of as initial career steps and not as career fulfillment. Compensation should reflect the norms of the employment market for similar positions and performance. When sub-minimum wages are provided, they are viewed as temporary until more creative job matching, training, or other supports can be developed to enhance productivity. Job placements are not made on the basis of service convenience or availability.
**Work Support:** Existing supports natural to the work environment are maximized for training and ongoing support. Artificial training or programs to change behavior considered highly unusual by the work culture of the job setting are minimized. Teaching techniques which may convey poor images, stigma, or devalued status are not used. Best training practices and technology appropriate to the setting and culture are utilized. Appropriate evaluations and outcome measures are provided. Specialized jargon from the disability field is minimized. At all times, the business culture is respected and integrated into the support network for the individual to succeed. Use of accommodations, technology, or other job modifications needed are explored and developed in consideration of their potential for success, non-intrusiveness, and generalization to other life domains.

**Life Support:** Efforts to provide a holistic and integrated life service support are made. People with disabilities have consistent service and community opportunities which connect to the fabric of work, home, social, and recreational needs. Measures are taken to ensure that the individual's family members and friends are involved in planning efforts.

**Career Advancement:** Persons have the opportunity and support to advance to other employment opportunities which may provide new and/or greater responsibilities, compensation, and challenge. Advancement is based upon the perspective of personal future goals but is not contingent upon restrictive program guidelines concerning employment duration. Feedback on the success of positions within a career is dependent on the individual employee, employers, and the input of others important to and chosen by the person.


**Disability Etiquette for Job Coaches**

A lot of progress has been made toward breaking down barriers in employment, education, and accessibility, but actual communication and interaction with people with disabilities still needs attention. Many people are afraid of accidentally saying something that will offend a person with a disability, so they say nothing and avoid
contact. The following suggestions are designed to help job coaches feel confident when meeting or interacting with a person with a disability.

**People First Language***

It takes a little practice to comfortably and easily use person first language, but your attention to this detail is respectful to people with disabilities. First, **do not refer to the person’s disability unless it is relevant.** Don’t use “normal” to describe people without disabilities; instead say “people without disabilities,” if a comparison is needed. Use “disability” rather than “handicap” or “impairment” to refer to a person’s disability. **Person first language places emphasis on the person before the descriptive disability.** One would say “person with a disability” rather than “disabled person” or say “people with disabilities” rather than “the disabled.” For specific disabilities, say “person with Tourette syndrome” or “a person who has cerebral palsy.” Still, people do have their own preferences. If you are not sure what words to use, ask.

Avoid outdated terms like “handicapped” or “crippled.” Be aware that many people with disabilities dislike jargon or euphemistic terms like “physically challenged” and “differently abled.” Say “uses a wheelchair,” rather than “confined to a wheelchair” or “wheelchair bound.” The wheelchair is what enables the person to get around and participate in society; it’s liberating, not confining. With any disability, avoid negative, disempowering words, like “victim” or “sufferer.” Say “person with AIDS” instead of “AIDS victim” or “person who suffers from AIDS.” Do not worry if you accidentally say “It was good to see you,” or “See you later,” to a person who is blind. It is an expression that is commonly used and may be indicative of a comfort level you have established with the individual.


The following tips are adapted from

- *Disability Awareness Manual* by the Tacoma Area Coalition of Individuals with Disabilities (as cited in Dineen, 2010)
- People First Language see *Communicating Effectively with People Who Have a Disability* (2009)


**General Etiquette Tips for Job Coaches:**

• Be patient, positive, and flexible, not only with the person with the disability, but with yourself. As with all etiquette issues, when mistakes are made, apologize, correct the problem, and move on.

• Do not leave a person with a disability out of a conversation or activity because you feel uncomfortable or fear that he/she will feel uncomfortable. Include him/her as you would anyone.

• Do not focus on the disability, but on the individual and issue at hand.

• Never distract a service animal from their job without the owner’s permission. Do not pet them. They are working and need to concentrate on their job.

• It is important to make eye contact whenever possible. If you don’t understand someone, ask the person to repeat it. If the person doesn’t understand you when you speak, try again.

• When planning a meeting or other event, try to anticipate specific accommodations a person with a disability might need. If a barrier cannot be avoided, let the person know ahead of time.

• Speak directly to the person, rather than through a companion or sign language interpreter who may be present.

• Use a normal tone of voice when extending a verbal welcome.

• If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

**Supporting a Worker Who is Deaf or Hard of Hearing**

• Define deafness as merely a difference, a characteristic.

• Tap a person who has a hearing disability on the shoulder or lightly wave your hand to get the attention of a person who is Deaf.
• Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes and food away from your mouth when speaking.
• If a person is wearing a hearing aid, don’t assume that they have the ability to identify your speaking voice.
• Never shout at a person. Just speak in a normal tone of voice. Shouting actually distorts sounds accepted through hearing aids and inhibits lip reading.
• A noisy or dark environment or where people are talking simultaneously might make communicating more difficult for people with a vision, speech, or hearing disability.
• Be prepared to offer a visual cue (i.e., picture, sign language, gestures, notes, actual object) to a person who is deaf or hard of hearing

Supporting an Employee Who is Blind or has Low Vision

• Speak to the person when you approach him or her and don’t raise your voice.
• Be descriptive when giving directions; verbally give the person information that is visually obvious to people who can see. For example, if you are approaching steps, mention how many steps.
• As you enter a room with a person who is blind, describe the layout and location of furniture, etc. Be as specific as possible with describing the location of objects. (There is a chair three feet from you at 11 o’clock.)
• Always identify yourself, and others who may be with you, when meeting someone with a visual disability.
• When conversing in a group, remember to identify the person to whom you are speaking.
• When dining with a friend who has a visual disability, ask if you can describe what is on his or her plate. Some people who are blind use a “clock” such as, the water glass is at 3 o’clock.
• Never leave a door ajar, keep corridors clear of clutter for people who are blind.
• A person who is blind may not realize you extended your hand. Say, “I’d like to shake your hand.”
• When walking with a person who is blind, always let him/her take your arm. Let him or her control his or her own movements.
• Tell people who are partially sighted or blind if you bring new items into their environment; describe the item and where you place it.
• Most people who are considered blind have some sight. Be prepared to offer an audible cue (turn right after the last row of books) to a partially sighted person.
Supporting a Worker with a Physical Disability or Who uses a Mobility Aid

- A wheelchair, scooter, or walker is like a bicycle or an automobile; it is a personal assistive device that helps someone get around.
- When talking with a person in a wheelchair for more than a few minutes, sit in a chair whenever possible in order to place yourself at the person’s eye level.
- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering either hand is an acceptable greeting. For those who cannot shake hands, touch the person on the shoulder or arm to welcome and acknowledge their presence.
- Do not lean against or hang on someone’s wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.
- At the worksite, provide clear paths for people who use wheelchairs or are blind.
- Never start to push a wheelchair without first asking the user if you may do so.
- When telephoning a person let the phone ring long enough to allow him or her to reach the phone.

Supporting Employees with Intellectual Disabilities

- Keep your communication simple.
- Use short sentences and appropriate words in conversation. Avoid complex words and sentences.
- Allow 15-20 seconds (sometimes even more) to allow the person to process and respond to information.
- If necessary, repeat what you say. Rephrase if the person doesn’t understand.
- Move from a public area with lots of distractions to a quieter more private area. Do not be offended if the person has trouble attending to what you are trying to explain or directions you have given.
- Allow the person time to tell or show you what he/she wants.
- Don’t assume the person is not listening just because you are getting no verbal or visual feedback.
- Without over assisting, ask the individual if you can help with filling out forms or explaining written instructions. People with intellectual disabilities have limited reading/learning skills. Wait for the individual to give you permission to assist.
- Let the individual have extra time for decision-making.
- Stay focused on the person as he/she responds to you.

**Supporting Workers with Limited Verbal Communication**

- Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers or a nod of the head.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- Allow at least 15 to 20 seconds for a person with a disability to process information and respond.
- Pay attention, be patient, and wait for the person to complete a thought. Don’t finish for them.
- Keep your manner encouraging rather than correcting.
- After trying to understand the person repeatedly, ask the person if they have another way to communicate (i.e., writing, a communication device, or sign language).

**Supporting a Worker with Autism Spectrum Disorder**

- Support the whole person. Identify what he/she has to offer. Turn passions into vocations.
- Plan in advance.
- Create a predictable environment – a reliable structure and dependable routines.
- Start with low pressure and low demands.
- Respect that no means NO.
- Use fewer words. Be concise and direct in your verbal communication. Supplement verbal communication with visual strategies.
- Use calm, even tone of voice.
- Keep the environment calm and minimize loud noises, crowds, etc.
- Respect sensory sensitivities of the worker. Assess the extent that these factors may be aversive or distracting to the worker:
  - Cologne, grooming products
  - Breath (i.e., cigarettes or strong food odors)
  - Laundry detergent
  - Long hair, dangling earrings or facial jewelry
  - Tone of voice – low, smooth, calm and even is best
Supporting a Worker with a Mental Health Disorder

- People with psychiatric disabilities may at times have difficulty coping with the tasks and interactions of daily life. Their disorder may interfere with their ability to feel, think or relate to others. However, one of the main obstacles they face is the attitudes that people have about them.
- Stress can affect the person’s ability to function, but do not assume that a person with a mental health disorder is unable to cope with stress. Each person is an individual.
- People who have psychiatric disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual. Ask what will make him most comfortable and respect his or her needs to the maximum extent possible.
- Do not assume the person doesn’t know what is best for him or that he or she has poor judgment.
- If the person becomes upset, stay calm and be supportive as you would with anyone. Ask how you can help, and find out if there is a support person who can be sent for. If appropriate, you might ask if the person has medication that he needs to take.
Chapter 2 Feedback Questions

1. Success in typical classrooms, in regular homes and apartments, and in real jobs in integrated settings for people with disabilities is dependent on being given _______________ and being provided appropriate __________.

2. T  F  If the employment vision for a person with a disability is something less than competitive employment in an integrated setting; it is much less likely that the person will ever attain that goal.

3. Sometimes a barrier to community-based employment might appear to be a funding issue. What strategies might overcome these funding issues?

4. T  F  The “employment vision” means we devote all of our efforts to “getting people ready to work.”

5. What assumptions are made by an agency with an “Employment Vision?”

6. Which of the following are key values of Supported Employment? (more than one answer may be correct.
   a. Only people with mild disabilities have the capability and right to a job.
   b. Employment occurs in typical community businesses.
   c. People with disabilities should have control of their own employment supports.
   d. People with disabilities should earn wages and benefits equal to that of coworkers performing the same or similar jobs.
   e. People with disabilities should be viewed in terms of their abilities, strengths, and interests.
   f. Community relationships lead to mutual respect and acceptance.

7. Which of the following statements is NOT consistent with North Dakota Vocational Rehabilitation 2007 Guidelines
   a. Employment options are based on the jobs available rather than the person’s preferences.
   b. People learn a job best on the job.
   c. People with disabilities have the same right to work and a living wage as people who don’t have a disability
   d. Job carving can be a benefit to the job seeker as well as the employer.

8. T  F  Supported Employment was established for people with the most severe disabilities.
9. Describe how you follow each of the following employment best practices supporting employment outcomes for people with disabilities
   a. Choice and control
   b. Natural environment
   c. Inclusion
   d. Natural supports
   e. Person-centered approaches
   f. Individualization

10. When should the job coach begin linking the supported employee to natural supports in the employment setting?

11. Comprehensive assessments:
    a. Are the key to selecting a job goal
    b. Help identify the services necessary to support the worker in the job
    c. Identify unique strengths, resources, priorities, concerns, abilities, capabilities, and interests guides the job matching process
    d. All of the above

12. T F In person centered approach to supported employment, the emphasis is on how long the person remains in the same job.

13. Criteria for a quality job that can lead to improved quality of life include:
    a. Reasonable wage
    b. Opportunities for advancement
    c. Work activities that are valued by other community members
    d. All of the above

14. _______________ ______________ means that people have opportunities to build friendships, working relationships, and networks of people who go to shared places and have similar interests or experience other things in common

15. APSE’s Ethical Guidelines emphasize_____ (select all the correct answers)
    a. the importance of natural supports
    b. Artificial training to change behavior in the work setting
    c. Using specialized jargon from the disability field
    d. Job modifications are developed to draw as little attention to the workers disability as possible but still support the workers’ success.

16. ______ ______ ______ _______ places emphasis on the person before the disability.
17. Which of the following is considered respectful language by most people with disabilities? (more than one answer may be correct).
   a. “handicapped”
   b. “crippled”
   c. “physically challenged”
   d. “wheelchair bound”
   e. “uses a wheel chair”
   f. “AIDS victim”
   g. “differently abled”
   h. “person with Tourette syndrome”
   i. “Impairment”
   j. “Disability”

18. When communicating with a person with an intellectual disability you, the most respectful action(s) is/are to _____. (more than one answer may be correct)
   a. Make eye contact whenever possible
   b. Ask the person to repeat what they said.
   c. Repeat what you said, if the person doesn’t seem to understand. Try different words
   d. Talk louder
   e. Speak directly to the person rather than their companion
   f. Pretend to understand even though you are unsure of what the person is trying to communicate.
   g. Use short sentences and appropriate words in conversation. Avoid complex words and sentences.
   h. Allow 3 - 5 seconds before repeating your question to allow the person to process and respond to information

19. T F  Never distract a service animal from their job without the owner’s permission. Do not pet them. They are working and need to concentrate on their job.

20. T F  When talking with a person in a wheelchair for more than a few minutes, sit in a chair whenever possible in order to place yourself at the person’s eye level.

21. Which of the following will NOT help communication with a person who is Deaf or hard of hearing? (more than one answer may be correct).
   a. Shouting
   b. Tap the person on the shoulder or lightly wave your hand to get the person’s attention
   c. Look directly at the person speak clearly, slowly, and expressively.
   d. Noisy or dark environments
   e. Visual cues like gestures, actual objects, sign language

22. T F  Most people who are considered blind cannot see anything at all
23. How can you assist a person who is blind when you and he/or she
   a. enter a room?
   b. are eating?
   c. are walking?
   d. are in a conversation with a group?

24. What can you do to respect potential sensory sensitivities of workers with Autism
    Spectrum Disorders?

25. People with Autism Spectrum Disorders often appreciate: (more than one answer may
    be correct).
   a. Structure and dependable routines
   b. A lot of verbal communication
   c. Low pressure and low demands
   d. Crowds
   e. Being coaxed to do something after the person has refused once
   f. Calm even tone of voice

26. One of the main obstacles people with mental health disorders face is the ________
    that people have about them.
CHAPTER 3: Professional Behaviors

Objectives: After completing this lesson, job coaches will be able to:
- Describe the roles and responsibilities of job coaches in various employment settings.
- Explain the importance of confidentiality in supported employment.
- Describe how the family and other service providers impact the person’s employment outcomes.
- Explain the process of creative problem solving.
- State the importance of modeling appropriate interactions.
- Interact with an employer in a way that builds trust and successful employment situations.

Job Coach Roles and Responsibilities

The roles of a job coach are diverse. Although many of the basic skills and competencies are similar, the total job description may differ from agency to agency.

The funding to support employment goals of people with disabilities in North Dakota is primarily from the Department of Human Services Divisions of Vocational Rehabilitation and Developmental Disabilities. Other funding streams are used to supplement these sources including Social Security Work Incentives. The funding source often dictates the employment supports it will fund, eligibility, and reporting requirements.

In integrated community settings including Vocational Rehabilitation Supported Employment Programs (SEP), the job coach is partner, consultant, and resource to the employer that hires the worker with disabilities. In Vocational Rehabilitation SEP programs, the job coach is also a partner, vendor of service, and liaison to the funding source. In these settings, the job coach is one of the experts who collaborate with other stakeholders including the worker, employers, coworkers, other employment support personnel, health professionals, and family members. The goal is to empower the supported employee, coworkers, and supervisors so that the job coach can fade from the site.

The following competencies are "typical" duties and skills of job coaches in various settings. Not all of these competencies will be needed by each job coach because the needs of the worker with disabilities dictate the
abilities needed in the job coach who supports the employee.

**Job Coach Competencies in All Employment Settings**

- Know a supported worker’s interests and preferences
- Maintain a relationship with the worker
- Facilitate social interaction with the worker and his/her coworkers
- Identify a supported employee's strengths and support needs as they relate to specific work settings
- Understand the employee’s assessment results and its relationship to the work performance
- Arrange the work site or station so that the person can complete a task more independently
- Help workers learn their jobs and improve their performance (teach)
- Collect data on a supported employee's job performance and other employment goals
- Collaborate with the worker and the team to overcome barriers to employment outcomes
- Make job modifications and employ assistive technology when they are needed
- Provide the necessary support to assist supported employees in remaining employed including positive behavior and natural supports
- Participate in a supported employee’s interdisciplinary team meeting
- Maintain professional conduct
- Wear clothing appropriate for the worksite including any regulatory requirements (i.e., OSHA)

**Additional Job Coach Competencies in Integrated Community-Based Employment**

- Provide the necessary support to assist supported employees in securing employment (Job Development) including marketing and networking
- Advocate for reasonable accommodations
- Understand eligibility for government benefits and assist the worker in accessing them
- Assist employers to facilitate, enhance, or expand natural supports and provide accommodations within an employment setting and work culture
- Assist the supported employee to become a valued member of a work team
- Consult with employers and coworkers about supports that will ensure the employee’s long term success
- Work independently and as a part of a service delivery team
- Accommodate the worker’s job schedule
- Communicate effectively verbally and in writing with workers, employers, and funders
Additional Competencies for Job Coaches in Vocational Rehabilitation Supported Employment Programs

- Adhere to the limits of what services are funded
- Report according to funders' requirements

Thinking Creatively

Success as a job coach demands flexibility, interpersonal communication skills, and problem solving skills. Most of all it demands creativity. We do not need to be creative for most of what we do from day to day because we have developed routines for many parts of our lives. However, job coaches often are called to use some creativity while assisting people with significant disabilities to find careers that they find satisfying and rewarding. Attitudes and fears can create “mental blocks” or barriers to success. Some examples of mental blocks that can inhibit creative solutions include:

"That's not logical... practical...affordable!"
"We must follow the rules."
"That's not my area."
"Don't be foolish."
"We've never done that before."
"That won't work."
"We tried that already."
"I must find THE right answer."
"We can't make any mistakes."

It is very difficult to try to think creatively if you focus on practicality. Without the ability to forget what we know for a while, our minds remain full of ready-made answers - answers that prevent us from thinking in a new way. Think about the history of people with developmental disabilities for a moment. What would our field look like right now if we or our colleagues had decided that supported employment or community-based services "weren't practical" or didn't follow the “rules”?

Stimulating new thinking and moving away from ready-made answers and “one size fits all” approaches isn’t easy. Sometimes new ideas are generated by problems or failures; sometimes a surprise or an unexpected situation reveals a solution; sometimes it is just a new pair of eyes or ears looking at or hearing about a situation or a problem. For example:
• It could happen when, after spending two hours trying to determine how the worker with limited strength will be able to open a heavy door, you realize that just down the hall is a light swinging door that will get him to where he needs to go.

• It could happen when, after implementing numerous behavior programs to reduce screaming behavior in the warehouse work setting, you realize that all the worker needs is a set of earplugs to wear because the machine noise is stressful to her. Once she has earplugs, she stops screaming.

Creative thinking might help us spot a potential problem before it arises; it could help us discover an opportunity that was previously not apparent; or it could help us generate some new ideas. Job coaches often encounter situations that seemingly have no solutions. Learn to recognize when the barrier is merely a “mental block” and look for alternatives that will support the person’s goal.

**Creative Problem Solving**

Creative thinking skills are often needed when working as a job coach, whether to identify an appropriate instructional strategy for a supported employee or to address broader program issues. The issues and challenges encountered require unique and creative solutions. The following represent the four stages of creative problem solving:

• Define the Problem.
• Generate Possible Solutions.
• Choose and Implement a Solution.
• Evaluate the Outcome.

**A. Define the Problem**

The problem must be defined in a way in which a person from outside the situation could understand the problem. The problem must be defined as objectively as possible in an attempt to avoid prematurely labeling a possible cause or solution. When defining a problem it is important to have others analyze it to make sure that a problem exists and to obtain social validation.
**Case Study:** John works at a drug store where he consistently comes in to work 10 minutes early and stands in front of the display window for five minutes before starting work. The job coach was fairly concerned about this behavior. When he asked the employer if he had any ideas why John was doing this, the employer stated that he did not see this as a problem because John was completing his tasks in a competent manner. The employer was not concerned about John standing in front for five minutes, therefore, there was not a problem.

The job coach was not socially validated in his definition of the problem and therefore there was no need to pursue possible solutions. If his opinion had been validated, the next step of the problem solving process would be to generate possible solutions.

**B. Generate Possible Solutions**

After the problem is defined and validated, possible solutions are generated. If the job coach has attempted to find solutions to a critical situation and feels that he needs assistance identifying a solution, he can ask others (supervisors, coworkers, job coach/employment specialist, family members, residential providers, employer, etc.) for suggestions. Since no one person sees the individual in every area of his/her life, bringing people together who do see him/her in many situations might easily solve the problem.

One process to use to generate ideas is brainstorming. The goal of brainstorming is to use the creative energy of the group to develop a greater quantity and quality of ideas than could be generated alone. When the brainstorming team includes a diverse membership, a greater variety of ideas will be generated than if only employment staff participate. During the first stages of brainstorming, the focus is on quantity. There is no criticism or judgment of any ideas suggested. Instead, participants focus on extending or adding to ideas. This increases the chance of producing radical and effective solutions. Unusual ideas are welcomed when we suspend assumptions and perspectives based on what has always been done in the past. Good ideas are combined to form a single better good idea (1 + 1 = 3).

**Case Study:** Jerri has lost three jobs in the last year and had just received a poor evaluation at her current job. After talking with numerous people involved in Jerri's life, the job coach realized that the team should get together to brainstorm some possible solutions to this problem. When the group began discussing the issue, they realized that the problem had not been completely defined; they needed to identify "why" Jerri lost her jobs abruptly after several weeks of what appeared to be satisfactory performance. It was discovered that Jerri lost her jobs because she was late for work. After more
discussion, it was learned that Jerri depended on her brother to give her a ride to work. Her brother was pretty reliable when Jerri started a new job but later lost his enthusiasm for getting up early to get her to work on time. Jerri and the job coach didn’t think that there were other transportation options because their community didn’t have public transportation. During the brainstorming session at the meeting, Jerri’s supervisor at work had suggestions of employees that lived near Jerri. Her family knew one of the employees that worked at the same company. Several other creative options for getting Jerri to work on time came out of the brainstorming session.

C. Choose and Implement a Solution

Select the most appropriate solution or series of solutions and define a method of implementation.

D. Evaluate the Outcome

Once a solution is implemented, the outcome should be evaluated. If the outcome is not acceptable to the supported employee or the employer, alternative solutions will need to be implemented!

Creative problem solving is an important skill to develop when working as a job coach/employment specialist. The job coach must keep in mind that the perfect solution can be difficult and sometimes impossible to reach. The team approach is probably the most likely strategy to lead to an acceptable solution for complex problems.

Time Management and Organization Skills

Due to the variety of tasks and responsibilities the job coach performs, organization and time management are critical skills. Although making a schedule and sticking to it can be difficult and often impossible, it is one of the most important steps to time management. One aspect of time management for job coaches in settings funded by Vocational Rehabilitation is to ensure that the tasks you are completing are approved services. Some supports the employee requires may need to be coordinated through other funding sources available to the agency. Ask your supervisor if you have questions about supports the individual or others request.
There are various strategies for time management. The job coach is encouraged to identify a system most efficient for his or her personal needs. Whether the job coach purchases a planner from an office supply store or uses a three ring binder to organize his/her materials, tasks, and appointments, the following scheduling considerations should be considered.

**Scheduling**

1. Identify tasks (meetings, instructional time, paperwork, breaks, travel time, etc.).
2. Block out specific times on the schedule for tasks that are not flexible such as: instructional time needed for an employee on a specific task at a certain time, predetermined meetings, etc.
3. Next, block out time for other tasks. For those tasks that are flexible, the job coach should attempt to schedule them in the most efficient way.
4. Tasks should be identified which allow for secondary tasks (e.g., paperwork, telephone calls, etc.) to be completed. The job coach should have the materials or information required for the secondary task with him or her. If planning does not take place and the materials are left at the office, valuable time can be wasted.
   
   **Example:** The job coach might consider doing paperwork when she or he must remain at the job site even though the employee is working fairly independently (unless your agency prefers that you refrain from doing paperwork at the job site).

5. Although the job coach must often schedule breaks and lunch around the needs of the employee, she/he must remember to take needed breaks. Breaks help the job coach to manage job-related stress.

6. Identify times most convenient to network with supervisor/employer/coworkers based on the routines and customer traffic throughout the work day/week/month.

7. Plan employment related skill training (e.g., bus training, grooming for work).

Talking with other job coaches may help a new job coach identify strategies for time management. An effective time management system can be very beneficial to a job coach, by:

- reducing job-related stress
- using time more efficiently
- completing more tasks
- planning ahead
- documenting activities

**Employer Relations**

Job coaches who support employees with disabilities in community based employment settings represent the agency, the funder of the employment supports (i.e., Vocational Rehabilitation)
the employer, and the employee. This type of representation calls for a high degree of professionalism expressed through attitude, appearance, interactions, and behavior. Interactions must communicate trust to the employer (trust that she or he knows that the job coach values his or her opinions and expectations). Trust leads to open communication which can ultimately lead to a mutually successful employment situation. Some considerations when involved in interactions with employers include:

- Understand the procedures and protocol used to guide decisions and actions of the business and its personnel.
- Dress appropriately for the type of business environment.
- Respect the confidentiality of the employer, its employees, and their customers.
- Refrain from discussing personal information about a supported employee with business employees.
- Identify if there seem to be unspoken concerns and then clarify with the employer.
- Be aware of the employer's needs and expectations and respect them. Respect staff and customer's schedules to avoid interrupting them at busy times.
- Follow the appropriate lines of communication. Address issues, concerns, and questions with the appropriate personnel. Authority for decisions may vary from one shift to the next in the same business.
- If the employer has a problem or concern that can be handled more appropriately by someone else in your agency, contact that person and inform him or her of the situation.
- Network with coworkers and build in opportunities for natural supports from the first day the supported employee starts work.
- Ask questions, listen, and observe; communication is the key to success.
- If the employer states or suggests a concern, the job coach must pursue a solution.
- Remember: The business is in business to meet the needs of its customers. The supported employee and supported employment provider must help the business succeed in satisfying its customers or the placement will fail.
- Networking with employers through community service or professional organizations can build the foundation for strong supported employment programs. Often, supported employment placements develop from informal contacts with employers in community service work.
- Employer relations and education do not stop after the placement is secured. There must be ongoing communication to ensure that the placement is successful.
- Look for opportunities to provided information and answer questions related to supported employment.
Modeling Appropriate Interactions

Many coworkers, supervisors, or business owners may have little experience in interacting with people with disabilities. They will observe the job coach’s interactions and very likely model what they see. It is critical that job coach’s actions demonstrate the belief in the right of the person to work in an integrated setting and the ability of the person to learn the job and perform as a valued member of the work team. Respectful interactions between coworkers and the supported employee are more likely when they observe a respectful relationship between the job coach and the supported employee.

In addition, the job coach needs to convey their role as a temporary support to the supported employee. From the first day the supported employee begins their new job, the job coach is collaborating with the business to facilitate natural supports. The job coach shares responsibility to ensure the individual’s success with the business and the employees coworkers.

Confidentiality

Maintaining confidentiality is an important role of a job coach. Through ongoing interactions with employers, a job coach gains access to information regarding the practices, personnel, and overall operation of a business. The job coach must not share that information with coworkers or friends. Such practice will damage the trust relationship with the employer. Once that trust has been compromised, it is often hard to regain. In some cases, an employer could even choose to terminate the placement at that business which would mean a job loss for the supported employee.

Along the same lines, the job coach should not discuss or volunteer personal information regarding the supported employee with employees of the business. This practice will damage the trust relationship between the job coach and the supported employee. Remember, information you would not discuss openly about your personal life should not be discussed about the supported employee’s life.

Building Supporting Relationships with Families and Other Service Providers

Traditionally, programs serving individuals with severe disabilities have assigned the duty of communication with families to case managers or social workers rather than to direct-support
staff. However, supported employment may involve a higher level of risk-taking than segregated work and require identification of potential supports for the supported employee, such as the family or residential service providers. Therefore, it has become increasingly apparent that the typical system for communicating with and obtaining involvement of families at program review time, along with an occasional telephone contact is not adequate to ensure a smooth transition for the individual with a severe disability who is entering the community-based world of work. For some supported employees, success on the job hinges on support they receive at home from their family or residential support staff. Families and residential support staff can be a rich source of information about the person’s interests, strengths and support needs. These can be particularly valuable during situational assessments and trial work experiences. It is important that families understand the importance of matching the employee's preferences to the job and that they are aware of the employer's expectations for their family member. In many supported employment programs, the job coach's duties may include frequent communication on a one-to-one basis with others who care about the employee.

It is critical when interacting with the individual's family that staff show respect to the family as well as the supported employee. Some people with disabilities do not want their families involved. When a person served by the agency is their own guardian, information is shared according to the request of that person. If there is a guardian, advocate, or court order, information is to be shared according to the limits set by the court. The remainder of this section pertains to those situations where the individual desires active family involvement or where a family member has been appointed as guardian by the court.

Skills needed to build effective relationships with families include 1) empathic (understanding someone else’s feelings) communication; 2) validating concerns of families as real; 3) offering specific information that is pertinent to the family itself rather than providing general information (e.g., social security information); 4) building trusting relationships; 5) value-sensitive/value-free counseling; and 6) listening to families when they need to ventilate, rather than rushing to provide a quick solution.

Supporting the development of relationships between the supported employee and his/her coworkers is an important role for the job coach. Facilitating these relationships is essential to the long term employment outcomes of workers with severe disabilities. Supporting workers and families from different cultural backgrounds requires a sensitivity to different values,
experiences, and beliefs that may be held by members of various ethnic groups toward disabilities and the service delivery system. General guidelines for communicating with culturally diverse families can be found in the Appendix.

Although improving effective communications is only the first step in working with families, it is a crucial first step. Without effective communications, the family may be guarded in revealing vital information and support may not be built between the family and the employment specialist. Job coaches can improve competencies in the areas of effective communication by role playing simulated situations. By practicing receiving feedback, job coaches will enhance positive working relationships with families and staff from other programs. Because exploration, assessment, and planning precede the actual implementation of the goal of employment for the individual, if this assessment is incomplete or inaccurate due to faulty communication and the lack of establishment of rapport and trust, the chances of successful goal attainment - sustained employment - are lowered significantly.

Job coaches are encouraged to study *Interpersonal Communication* and *Working with Families* modules of the Community Facilities Staff Training Program.

**Changing Roles**

As you learned in the preceding chapters, supporting employment outcomes has changed the job coach’s role over time due to a greater understanding of the importance of work and the capacity of workers with significant disabilities. The *Maine Employment Curriculum* (2003) summarized the role changes for job coaches in community-based employment settings:

- **From teacher/trainer to consultant.** In the past a job coach worked primarily as a teacher. Today she/he often consults with the employer and coworker, providing them with the information they need to help support an employee with a disability.

- **From having control to empowering the employee and other stakeholders.** In the past job coaches often maintained control over the employee as she/he learned a new job. Today the job coach works to empower the worker, the employer, coworkers, family members, and friends.
• **From expert to facilitator.** Today’s job coach realizes that there are many people who have expertise. The job coach must often facilitate supports.

• **From employment supports by the job coach to promoting inclusion.** The employee no longer “belongs” to the agency or the job coach. Instead she/he is seen as one member of an interdependent community that includes coworkers, supervisors, and family members.

**Putting it All Together**
Steve Tenpas (2003) gives some good advice to job coaches regarding employer relations:

> “Many factors contribute to the success of a supported employee. Your ability to encourage positive relations with the employer and problem solving are two of the most important ones.

> A veteran job coach will tell you that even the best support may not always lead to a successful job. Despite your best efforts, problems may arise at a site. You may see the situation gradually build, or learn of a problem during a spot check. You must be able to react appropriately to solve problems.

> Employers will look to you.

> When you become aware of a problem, identify it before attempting to solve it. Talk to the employee, the employer, supervisor and coworkers. Ask questions to clarify and be sure you have all of the information.

> Once you understand the problem, work to discover its root cause.

> Finally, remember that something you perceive as a problem may not be a problem for others. Don’t attempt to correct something that doesn’t need it.”

**Summary**

Understanding procedures, protocol, employer interactions, family interactions, problem-solving, and scheduling are as important as training strategies which the job coach implements on the work site. The job coach must be aware of the policies regarding rights, vulnerability, confidentiality, informed consent, as well as other rules guiding his or her behavior. He/she must also know what to do in case of an emergency or when called upon to make a decision (i.e., should this decision really be made by someone else? If the job coach makes the decision, who should be informed?). The job coach must dress appropriately and must represent the employee with disabilities, the service agency or school, and the business in a respectful way.
Chapter 3: Feedback Questions

1. The goal of the job coach is to empower the supported employee, coworkers, and supervisors so that the job coach can _____ from the site.

2. In all employment settings, the job coach will:
   a. Arrange the work site or station so that the person can complete a task more _____
   b. Facilitate _____ interaction with the worker and his/her coworkers
   c. Collect _____ on a supported employee's job performance and other employment goals
   d. Make job modifications and employ ________ _________ when they are needed
   e. Identify a supported employee's ________ and ________ needs as they relate to specific work settings

3. Job coaches in integrated community-based settings have additional responsibilities including:
   a. Assist employers to facilitate, enhance, or expand ________ supports and provide ________ within an employment setting and work culture
   b. Communicate effectively ________ and in ________ with workers, employers, and funders

4. What is the first step in creative problem solving?

5. The goal of ________ is to use the creative energy of the group to develop a greater quantity and quality of ideas than could be generated alone.

6. The ________ approach is probably the most likely strategy to lead to an acceptable solution for complex problems.

7. If the outcome of a problem-solving session is not acceptable to the ________ or ________, alternative solutions will need to be implemented.

8. Who does the job coach represent when working in community-based employment?

9. When referring to respecting confidentiality in a community-based job, whose confidentiality are we respecting?

10. What kind of clothing should the job coach wear if they are supporting an employee in a community-based job?

11. T F The supported employee and supported employment provider must help the business succeed in satisfying its customers or the placement will fail.

12. Often, supported employment placements develop from ________ contacts with employers in community service work.
13. There must be ongoing _______ with the employer to ensure that the placement is successful.

14. If the employer states or suggests a concern, the job coach must pursue a ______.

15. Respect staff and customer's schedules to avoid interrupting them at _____ times.

16. Respectful interactions between coworkers and the supported employee are more likely when they observe a respectful relationship between the ______ ______ and the supported employee.

17. The job coach needs to convey their role as a ______ support to the supported employee

18. When a person served by the agency is their own ______, information is shared according to the request of that person. If there is a guardian, information is to be shared according to the limits set by the ______.

19. T  F For many supported employees, employment success depends on the support they receive from their families and/or the residential staff who support the person.
CHAPTER 4: Introduction to Supported Employment

Objectives: After completing this lesson, job coaches will be able to:
- Describe the activities that occur in the four phases of supported employment
- Recognize best practices for building a good relationship with Vocational Rehabilitation

Introduction

Some job coaches reading this module support workers who are clients of Vocational Rehabilitation. Others are supporting employment outcomes in a variety of settings with different funding sources (i.e., competitive integrated employment settings, day-supports, enclaves). This chapter will pertain primarily to job coaches who support workers funded through the Division of Vocational Rehabilitation (DVR). However, a basic understanding of the opportunities regarding competitive employment funded through DVR will be helpful to all staff supporting employment outcomes.

Supported Employment

Supported employment is often described in four specific phases. These phases are not completely separate; they overlap a great deal. Nor are they sequential, for example, career development is a continual, ever changing process. If a job change occurs she/he may require increased support during the transition. A brief description of each phase follows.

Assessment and Career Planning

Assessment occurs at many levels including individual, community, and job site. Assessment during the teaching process and during follow-along help the job coach make decisions about how to help the person learn the job. Assessment information is used to make a good job match and to determine if the supports provided are effective.

Career planning is a lifelong process to determine the outcomes an individual desires. The outcomes are developed by a career planning team of people who want to help the person improve his/her life.
Job Development and Job Match

The job development and job match phase seeks to identify and/or create job situations that match the person's interests, strengths, abilities, career goals and desired outcomes. This phase involves completing community surveys, ecological inventories, assessment of motivational barriers to employment, job and task analyses, compatibility analyses, as well as implementing the necessary marketing and negotiating strategies involved with promoting the concept of supported employment.

Informed participant choice is the central focus. The individual is actively involved in selecting a job that matches his/her interests, personal values, career goals, abilities, credentials, and previous experience. During this phase, employment goal setting, job development, and decision making activities occur. The participant may learn the skills of writing a resume, completing applications and interviewing for jobs which allow the participant to be more involved in getting the job, rather than being placed in a job. See the Demystifying Job Development elective in the Community Staff Training curriculum for more information on Job Development.

Systematic Instruction (Chapter 5 & 6)

The job coach typically has primary responsibility for the systematic instruction phase. The new employee learns tasks related to maintaining employment and establishing coworker relationships. Instruction is based on the needs of each individual. Data is collected which assists the job coach in determining the worker's progress and need for support.

- **Training** in Supported Employment is based on the "Place and Train" model. For a long time it was thought that a person with disabilities must be “job ready” before she/he could get a community–based job (“continuum” or “train, train, train” model). In the “Place and Train” module, the individual does not need to prove they are ready to work. The belief is that, given the proper supports, a person with disabilities can access community–based employment at any time. The best place to learn the job is at the actual job the person desires.

- **Stabilization** refers to the individual's ability to perform the job duties with minimal intervention from the job coach. It occurs when the established standard for acceptable work has been demonstrated to the job coach and the employer's satisfaction.
Stabilization means that the job coach intervention rate is stable for at least 2-4 months prior to being referred to Extended Services. Referral to Extended Services is coordinated with the VR Counselor and the funder of Extended Services.

Follow-up: Ongoing Monitoring and Support (Chapter 7)

One of the characteristics of supported employment is that workers with disabilities will receive ongoing support throughout their employment. “Extended services” refer to the ongoing support services provided by a state agency, private nonprofit organization, or any other appropriate resource including the worker’s self-pay or social security work incentives. Extended services, including natural supports, are provided once the time-limited services are completed. Support can take many different forms which should be individualized according to the individual’s needs. Some examples of supports funded during this phase include jobsite training, offsite job coaching/mentoring, follow-up with employers, follow-up family contact, or any services necessary to achieve and maintain the supported employment placement, throughout the term of the employment.

Supported Employment in North Dakota

“Supported Employment” as defined by NDAC 75-08-01, Administrative Code for the Office of Vocational Rehabilitation, means competitive work in an integrated work setting with ongoing support services for an individual with a most significant disability for whom competitive employment has not traditionally occurred; or, for whom competitive employment has been interrupted or intermittent because of a most significant disability; and, who, because of the nature and severity of the disability, needs intensive supported employment services and extended services to be gainfully employed. Supported employment also includes transitional employment for an individual with chronic mental illness. The following items are defined concerning supported employment:

- **"Competitive work"** means work that, at the time of transition to extended services, is performed weekly on a full-time or part-time basis, as determined in the individualized plan for employment, and for which an individual is compensated consistent with wage standards provided for in the Fair Labor Standards Act [29 U.S.C. 201, et seq.].

- **"Extended services"** means ongoing support services provided by a state agency, private nonprofit organization, or any other appropriate resource, from funds other than titles I, III-D, or VI-B of the Rehabilitation Act [29 U.S.C. 701, et seq.]. Extended services include
natural supports, are provided once the time-limited services are completed, and consist of the provision of specific services needed by the individual to maintain employment.

- **"Integrated work setting"** means jobsites where there is regular contact with other employees or the general public who do not have a disability. Supported employment requires that no more than eight people with disabilities be part of a workgroup.

- **"Ongoing support services"** means services needed to support and maintain an individual with a most significant disability in supported employment. The individual may be provided necessary and appropriate supports, including jobsite training, transportation, follow-up family contact, or any services necessary to achieve and maintain the supported employment placement, throughout the term of employment. Ongoing support must include two monthly contacts with the supported employee at the worksite to assess job stability; unless it is determined that offsite monitoring is more appropriate for a particular individual. Offsite monitoring consists of at least two meetings with the individual and one employer contact each month.

- **“Time-limited services”** means support services provided by vocational rehabilitation for a period not to exceed eighteen months, unless a longer period to achieve job stabilization has been established in the individualized plan for employment, before the individual transitions to extended services.

### Service Definitions

Supported Employment services funded through agreements with the Division of Vocational Rehabilitation (DVR) and Community Rehabilitation Providers (CRP) include:

**Trial Work Experience:** Those experiences designed to explore an individual’s abilities, capabilities and capacity to perform in work situations, including situations in which appropriate support and training are provided. During trial work experiences, the worker performs the actual job duties in a real job situation. Performance is supervised and evaluated by the employer in coordination with evaluation and/or CRP staff. There is a predetermined beginning and ending date; this activity is not necessarily intended to result in employment. The findings are documented and a report is sent to the DRV counselor for review and approval for payment.

**Vocational Evaluation:** Vocational evaluation is a comprehensive process in which people with disabilities and evaluators or CRPs work together to identify and evaluate the person’s vocational interests, abilities, strengths, weaknesses, aptitudes and functional strengths and
limitations relative to the person’s vocational goal. Vocational evaluation may include: standardized paper and pencil tests, work samples, job analysis, interviews, situational assessments and reviewing and interpreting medical records. Psychological, social, medical, vocational, educational, cultural and economic data is incorporated into the evaluation process. Vocational evaluation is a specialized service that requires advanced training, experience, and usually national certification as a vocational evaluator. The findings are documented and a report is sent to the DRV counselor for review and approval for payment.

**Situational Assessment:** An assessment process for evaluating work-related behaviors in a controlled environment. Although any type of task or situation may be used, real work is most often used in order to add relevance. The situational assessment is distinguished from other types of assessment due to the ability of the evaluator or CRP to control and vary the task, so an individual can be assessed under a variety of conditions or situations. The findings are documented and a report is sent to the DRV counselor for review and approval for payment.

**Job Shadowing:** People learn about a job by following an experienced worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual. Individuals witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model individual behavior through examples and work requirements.

**Job Search Assistance:** Activities that support and assist an individual in searching for an appropriate job. Job search assistance may include help in resume preparation, identifying appropriate job opportunities, developing interview skills, and job referrals.

**Job Readiness Training/Soft Skills:** Training to prepare an individual for the world of work, such as appropriate work behaviors, grooming, hygiene, arranging transportation, punctuality, increasing productivity, etc.

**Job Placement:** Direct contact with the employer about a specific job for a client, whether or not the individual obtained the job.

**Job Coaching:** Support services provided to an individual who has been placed in employment in order to stabilize the placement and enhance job retention.

**Application Process for Supported Employment**

The diagram below illustrates the application process for a person who wishes to access Vocational Rehabilitation Supported Employment Services.
Vocational Rehabilitation

Application
"Status 02"

Eligible for VR Services
"Status 10"

Eligible for Supported Employment

Yes

Extended Services Available

No

Schedule Team Meeting

Comprehensive Assessment

Develop employment plan
"Status 12"

Services Begin "Status 18"

Case placed in Status 22 for 60 days prior to moving to extended services. Notify FS.

Case closed "Status 26"

Final VR Payment to Provider for $1500 before the case is closed.

Case is placed in extended services for 60 days.
The extended service source assuming the payment responsibility.
The case is in status 22 a total of 120 days between VR services and extended services.
Reporting Programs funded through the Division of Vocational Rehabilitation are required to complete period progress updates online using the Employment Progress Summary form below:

### Employment Progress Summary

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<th>Client:</th>
<th>Month &amp; Year Served:</th>
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<tbody>
<tr>
<td>Employer:</td>
<td>Date Hired:</td>
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<td>Position:</td>
<td>Present Wage:</td>
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<td>Average Hours Coached Per Week:</td>
<td>Hours Scheduled:</td>
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<tr>
<td>Hours Coached On-the-job:</td>
<td>Gross Monthly Income:</td>
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<td>% of Intervention last month:</td>
<td>% of Intervention:</td>
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| Total Hours: | Cost Per Hour: | Amount Billed: |

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<tr>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Adequate</th>
<th>4 Competent</th>
<th>5 Excellent</th>
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<tr>
<td>Meets basic position requirements.</td>
<td>Performance at level expected from qualified individual</td>
<td>Exceptional performance, exceeding position requirements.</td>
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<tr>
<th>Work Skills:</th>
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<th>5</th>
<th>Job Functions Performed:</th>
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<td>1. Attendance/punctuality</td>
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<td>3. Follows instructions</td>
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<td>4. Ability to work independently</td>
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<td>5. Knowledge of work</td>
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<td>6. Acceptance of feedback</td>
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<td>7. Attitude</td>
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<td>10. Quantity of work</td>
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<td>11. Appearance</td>
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<th>Objective#:</th>
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<th>Describe areas showing improvement:</th>
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<table>
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<tr>
<th>Other/Comments:</th>
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Completed by (include title)  
Employer Signature
The second page of the form is used for reporting progress notes on the supported employee.

### Progress Notes

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<th>Agency/Staff Initials</th>
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**Job Coaches Relationship to the Division of Vocational Rehabilitation**

Job coaches work in a business that depends on referrals. So, how do job coaches approach building good business relationships with Vocational Rehabilitation? Dineen (2010) offers the following guidelines:

**First ask yourself?**
- Does the VR counselor recognize your face?
- What do they know about your skills and strengths?
- When was the last time you shared a clever resolution of a problem?

**Follow these basic guidelines for communication with the VR Counselor:**
- Consider brief emails or short calls with “things are going OK”
• Unexpected changes demand calls
• Brevity is good, but you need to provide enough information to communicate.
• Always separate the facts from your opinion.* Report facts and opinions as two different items. He said “___”. In my opinion “___.

Follow these guidelines for reports and updates:
• Always find something good to say, and start with that.
• Follow this simple format
  o Part 1: Factual description of what is new since last report
  o Part 2: Changes, concerns, speculation*
  o Part 3: Next steps (staying within plan)

* Note: In general it is best to let the reader see what actually happened and let them draw their own conclusions. Speculations (opinions) should only be included when carefully thought out and labeled as such.

Summary

Four phases of supported employment are described in this section. However, these do not have an obvious beginning and ending. Rather, the phases often overlap and rely on each other. For example, the assessment and career planning phase crosses all phases in an attempt to meet the career development expectations of the individual and his/her planning team.
Chapter 4 Feedback Questions

1. T  F  The four phases in supported employment overlap quite a bit.

2. When does Assessment and Career Planning take place?

3. What activities take place during Job Development and Job Matching?

4. Informed participant _____ is the central focus of Job Development and Job Match phase.

5. The _____ _____ typically has primarily responsibility for the Systematic Instruction phase.

6. Training in Supported Employment is based on __________________________ model.

7. How is data used by the job coach?

8. Given the proper ______, a person with disabilities can access community-based employment at any time.

9. ________ refers to the individual's ability to perform the job duties with minimal intervention from the job coach. It means that the job coach intervention is unchanging for at least ______ months.

10. T  F  One of the characteristics of supported employment is that workers with disabilities will receive ongoing support throughout their employment.

11. ________ ________, including natural supports, are provided once the time-limited services are completed

12. What are examples of services that may be provided during Follow-up?

13. ________ work is work for which the person is paid consistent with Fair Labor Standards.

14. ________ work settings is one in which there is regular contact with coworkers who do not have disabilities or the general public.

15. Support provided by Supported Employment cannot exceed ______ months.

16. In ________ ________ ________ the person worker performs the actual job duties in a real job situation to determine the person's abilities and capacity to perform in work situations.

17. ________ assessments are an assessment process for evaluating work-related behaviors in a controlled environment.

18. ________ ________ is a work experience option in which the person learns about a job by observing an experienced worker. These experiences help increase ______ awareness.

19. What are three general suggestions for working with the Division of Vocational Rehabilitation?
CHAPTER 5: Systematic Instruction

Objectives: After completing this lesson, trainees will be able to:

- Select teaching strategies that help the person learn the job and draw as little attention to the supported worker.
- Fade instructional support as quickly as possible
- Create a task analysis for a supported employee
- Explain the difference between natural and artificial cues
- Identify natural cues to include in a task analysis
- Give examples of a variety of types of teaching strategies (artificial supports) including those that do not require an increase in the level of job coach prompts
- Use shaping in a job setting
- Correct errors effectively
- Explain the importance of collecting data in employment settings
- Use reinforcement effectively to teach employment skills

Introduction

The type and amount of training and support an employee receives from a job coach will vary greatly depending on the needs of the worker and the employer. Sometimes intensive supports are provided by the job coach initially and gradually faded. In other situations, the job coach may be on-site assisting with the company’s orientation and training until the person and the employer are comfortable with the worker’s performance. In other situations, the worker receives very little if any support on the job site. Instead the worker participates in the company’s training process with other new hires.

In community-based employment settings, it is critical that the training and supports are as typical as possible. Mank, Cioffi, & Yovanoff’s research (as cited in Center on Community Living and Careers, n.d.) found that employees with disabilities are more likely to be included AND earn more if the hiring process, wages, work roles, and initial orientation and training are typical to others in the workplace. Employees with disabilities who are included in these ways worked more hours, had higher hourly earnings, and have higher monthly earnings.

While the employer and coworkers are the first choice for training and support, many people with significant disabilities will require systematic instruction to be successful. Support and teaching need to focus on both job tasks and the work culture. Many job coaches will tell you...
that job losses for supported employees are often not because the worker couldn’t learn the job tasks or perform them fast enough. The reasons leading to termination are often related to the person’s difficulty fitting in to the work environment and meeting the social expectations of the business owner, coworkers, and/or customers. In addition to ensuring the worker learns the job tasks; the job coach needs to support the development of a strong relationship between the worker, his/her supervisor, and coworkers.

Every worker can be taught to complete job tasks under the appropriate conditions. Using the right teaching principles at the right time can lead to the development, reduction, or generalization of behavior. Teaching a job skill to a supported employee at the work site can be a little intimidating at first. In some situations, it may seem as if the job coach and supported employee are in the spotlight with other workers and supervisors watching their every move. It is critical that the job coach focus on using instructional techniques which draw as little attention as possible to the supported employee, yet still provide effective instruction. Talking with other job coaches and your supervisor may give you some suggestions on how to best provide "invisible" supports on the job.

One of the most important concepts to remember when planning for instruction for a supported employee is to plan how the instruction will be faded. Instructional supports (prompts, instructions, and reminders) should be seen as temporary. They are used only as long as is needed for the person to learn the skill. As soon as the employee learns a particular task or part of a task, the effective job coach fades his/her instructional support and/or transfers it to natural supports available on the job-site (i.e., the supported employees' coworkers or supervisors). This process is more easily accomplished if natural supports are incorporated from the first day the supported employee begins the job. By teaching the supported employee to use cues either naturally present in the environment or customized for the worker rather than prompts from the job coach, we are implementing a coaching plan that will be more easily faded.

Organizing the Job

If you are providing employment support, the job coach and the worker both need to know how much progress is being made. The job coach needs information to make decisions about where to focus teaching. Dineen (2010) recommends that job coaches gather the following
information about the job, the worker, and the support environment to help make data-based decisions about how to support the worker most effectively.

**Profiling the Worker**

The job coach needs to determine the worker’s:

- Ability to follow a schedule
- Competence at completing tasks on time and following a schedule
- Independence in working at typical levels of supervision
- Quality of work
- Ability to follow procedures
- Social interactions
- Unusual behavior

**Job Analysis: Task Lists and Schedules**

In order to determine the workers progress in learning the job we need to compare the worker’s performance with what is expected. Defining the job in this way is NOT to be confused with the analysis that was done during job development. It also is NOT the same as building a task analysis to teach a specific portion of the job. This part of organizing the job is used to establish a benchmark/baseline for assessing how the new worker is doing at mastering the job. Different types of jobs will require tailored approaches.

| Types of Jobs                                                                 |  
|--------------------------------------------------------------------------------|---------------------------------------------------------------|
| **Job moves through a sequence of tasks during shift.**                        | Here is what it might look like –                             |
| Example: prep cook                                                            | 8:25 punch in                                                 |
| The job has a routine, mostly the same from day to day. Staying current with  | 8:30 pick up today’s specials list                            |
| the schedule is a priority                                                    | 8:35 check walk-in cooler for products                       |
|                                                                               | 8:45 begin salad prep                                         |
|                                                                               | 9:10 begin baked potato prep                                 |
|                                                                               | 9:55 begin “special of the day”                              |
| **Job involves repeating the same set of tasks over and over.**               | Hotel Housekeeper:                                            |
| Example: hotel housekeeper                                                    | - Cleaning bathroom                                          |
| The focus is on moving through the cycle quickly while maintaining required  | - Vacuuming                                                  |
| quality                                                                      | - Dusting                                                    |
|                                                                               | - Striping and Making bed                                   |
| **Job involves responding to the directions of others.**                      | 1. Attends to directive, clarifies if necessary              |
| Example: working in retail store                                             | 2. Starts in a timely manner                                 |
| The job duties are more variable from day to day. Priority is being swift,   | 3. Completes task correctly, quickly, efficiently            |
| accurate and effective                                                       | 4. Follows through with any lingering issues                 |
|                                                                               | 5. Completes routine, scheduled tasks                        |
To establish the workers baseline and monitor progress, we need to look at several factors.

- Does the worker complete the task on time? This is a measure of how fast he/she works, and looks at the person’s ability to get everything done by sticking to his/her schedule.

- How independent is the worker at performing his/her tasks with normal supervision? To evaluate this, the job coach needs to collect data on:
  - How many times did the job coach say or do something to assist the worker? The job coach records how many times he/she gave advice, offered encouragement, corrected the worker, explained, oriented, etc. for each task
  - If the job coach needed to do some of the job, the job coach needs to track how much of the job he/she provided. It may be tracked in minutes and specify which tasks need this kind of support

- Does the worker’s behavior and interactions with coworkers and supervisor match the interactions of his/her coworker? Do other workers and his/her supervisor include the worker at breaks?

**Monitoring**

Here is what the data might look like when evaluating these aspects of job performance using a task list and schedule to monitor the workers’ ability to independently complete tasks and move from one task to another.

---

**Toby's Task List**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Punch In</td>
</tr>
<tr>
<td>9:05</td>
<td>Sweep back storage area; empty garbage cans (2)</td>
</tr>
<tr>
<td>9:25</td>
<td>Clean men’s public bathroom</td>
</tr>
<tr>
<td>9:40</td>
<td>Clean women’s public bathroom</td>
</tr>
<tr>
<td>9:55</td>
<td>Empty garbage cans (3) in front</td>
</tr>
<tr>
<td>10:05</td>
<td>Check carts; clean as needed. Check parking lot for stray carts</td>
</tr>
<tr>
<td>10:30</td>
<td>Restock checkout stands - bags, etc.</td>
</tr>
<tr>
<td>10:45</td>
<td>Restock courtesy counter</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>11:00</td>
<td>Courtesy clerk - report to Ramona or Tammy</td>
</tr>
</tbody>
</table>

---

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Following the Schedule: Every time the worker comes to the time to change tasks, does he/she do so correctly? If so mark with a plus sign (+); if not or if he needs a reminder document with a minus sign (-). At the end of the shift, figure % correct (independent) task changes. Graph results daily and monitor trends. If the worker had five correct task changes the percentage would be 5/10 tasks or 50%.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Punch</td>
<td>Every time he comes to the time to change to the next task, does he do so correctly or not?</td>
</tr>
<tr>
<td>9:05</td>
<td>Sweep</td>
<td>If you have to tell him it’s time to change to the next task, how do you score that task change?</td>
</tr>
<tr>
<td>9:25</td>
<td>Clean</td>
<td>At the end of shift, figure % correct (independent) task changes.</td>
</tr>
<tr>
<td>9:40</td>
<td>Clean</td>
<td></td>
</tr>
<tr>
<td>9:55</td>
<td>Empty</td>
<td></td>
</tr>
<tr>
<td>10:05</td>
<td>Check</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Restock</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Restock</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Courtesy</td>
<td>5/10 → 50% independent</td>
</tr>
</tbody>
</table>

Data over three work weeks might look like this:

![Graph showing task completion percentage over three weeks]
Completing Tasks on Time. The second behavior that we need to assess and monitor is whether or not the employee is completing each task in the time allotted? It is an easy "yes" or "no" answer to these questions. We are looking at whether or not the employee is able to get everything done by sticking to his schedule.

### Looking at completing tasks on time

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Punch</td>
<td>+</td>
</tr>
<tr>
<td>9:05</td>
<td>Sweep</td>
<td>-</td>
</tr>
<tr>
<td>9:25</td>
<td>Clean</td>
<td>-</td>
</tr>
<tr>
<td>9:40</td>
<td>Clean</td>
<td>-</td>
</tr>
<tr>
<td>9:55</td>
<td>Empty</td>
<td>+</td>
</tr>
<tr>
<td>10:05</td>
<td>Check</td>
<td>-</td>
</tr>
<tr>
<td>10:30</td>
<td>Restock</td>
<td>-</td>
</tr>
<tr>
<td>10:45</td>
<td>Restock</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>+</td>
</tr>
<tr>
<td>11:00</td>
<td>Courtesy</td>
<td>-</td>
</tr>
</tbody>
</table>

The nice thing about “yes/no” data is that:
- It’s easy to collect
- Takes hardly any time
- Easy to figure percentages, here: $3/10 = 30\%$

Data over three work weeks might look like this:

### Three weeks into job, how’s Toby’s task completion?

```
Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
```

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**Monitoring Independence at Performing Tasks with Normal Supervision**: Here we want to know how many times the job coach gives advice, offers encouragement, corrects the worker, explains, orients, etc. We monitor the job coach prompts and minutes of help to heighten awareness of excessive coaching.

![Looking at independence (from supervision)](image)

If we make a tally mark each time we:
- Give advice
- Offer encouragement
- Correct the worker
- Explain, orient, etc.

We'll have a measure of the amount of supervision.

Total III = 71 job coach prompts, corrections, etc.

Data over three work weeks might look like this

![Measuring “independence” within tasks by counting JC prompts](image)
We also want to identify if the job coach is doing part of the work and for how long.

**Looking for independence, Part II**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Punch</td>
<td>Job coaches sometimes pitch in and help get the task completed.</td>
</tr>
<tr>
<td>9:05</td>
<td>Sweep</td>
<td></td>
</tr>
<tr>
<td>9:25</td>
<td>Clean 5 min</td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td>Clean 15 min</td>
<td>If this happens, we need to monitor it, the minutes of JC help, as a critical measurement.</td>
</tr>
<tr>
<td>9:55</td>
<td>Empty</td>
<td></td>
</tr>
<tr>
<td>10:05</td>
<td>Check</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Restock 5 min</td>
<td>Total = 35 min of JC help</td>
</tr>
<tr>
<td>10:45</td>
<td>Restock 10 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Courtesy</td>
<td></td>
</tr>
</tbody>
</table>

Data over three work weeks might look like this:

**How much help is the job coach giving?**

- Minutes of Job Coach Help

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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This information will help the job coach understand how the new job is unfolding. The trends can show the job coach and supervisor how to focus efforts to best support the worker’s independence and success on the job.

**Systematic Instruction***

Systematic instruction is the key to teaching complex tasks to people with intellectual disabilities. Consistent teaching step-by-step repeated over time makes learning virtually any task achievable for people who have difficulty learning. However, complicated data sheets, stop watches, and lengthy task analyses should only be utilized if they are needed and if they fit the natural setting. Your knowledge of the supported employee's learning style will help you adapt the following principles to tailor an instructional program that is effective, generalizable, and appropriate to the job site. Never use more intrusive instructional techniques than are needed for the learner. However, if the employee appears to be struggling to learn a task or not making progress on their production, etc., the job coach needs to analyze every aspect of the teaching: task analysis, prompts, reinforcement, and data collection and systematically "try another way." Lack of success at the job is often linked to lack of consistent instruction or a mismatch between the teaching procedure and the learner's learning style.

*NOTE: More detailed information on systematic instruction can be found in the Achieving Personal Outcomes and Positive Behavior Supports modules.

**Task Analysis**

In preparation for teaching any task, a job coach must perform the job tasks with the employer’s instruction and to his standards. Then the steps are outlined in a **task analysis**. The task analysis breaks the task down into a list of manageable and teachable steps. By observing the employee perform each of the steps in the list, the job coach can determine how to best teach the task. The task analysis is used to:

- Teach the task to the worker
- Measure a supported employee’s progress
- Determine the effectiveness of the teaching strategies the job coach is using
- Monitor the kinds of prompts that are used

The use of a task analysis helps ensure consistent teaching when there is more than one job coach. Following the task analysis ensures that each coach is teaching the same skills in the same sequence. Not only does the learner master the task in bit-size pieces, but the coach’s
teaching is structured and monitored. It is the combination of learning at just the right rate and manner with careful and consistent teaching that makes the task analysis effective.

*Breaking the Task into Teachable Steps.* The first step in developing a task analysis is breaking the task into steps. The job coach can learn a lot by performing the task following the task analysis. The job coach may find steps that were left out in the first draft. The following Task Analysis on cleaning a bathroom might be sufficient for a worker who knows how to perform each of the separate tasks:

- 9:25 Clean Counter
- 9:27 Clean mirror
- 9:28 Restock soap, towels, toilet paper
- 9:30 Clean toilet
- 9:34 Empty garbage can
- 9:35 Sweep
- 9:40 Mop
- 9:45 Clean sink

However for many workers with significant intellectual disabilities, the steps for each of these tasks will need to be broken down much farther. This is an example of how cleaning the sink might be broken down into teachable steps for someone who needs more extensive support in learning a job task:

1. Identify the need to clean sink
2. Gather sink cleaning products
3. Wet cloth/sponge for cleaning sink
4. Wring out excess water from cloth/sponge for cleaning sink
5. Apply cleanser to sink
6. Wipe inside of sink
7. Wipe around faucet and rim of sink
8. Rinse sink area after cleaning
9. Inspect sink for cleanliness
10. Rinse cloth/sponge
11. Wring cloth/sponge
12. Dry faucet
13. Put away sink cleaning material

Some learners may even need some of these steps broken down even further. If the supported employee is struggling to learn one of the steps in the task analysis, the job coach may need to break the step down into smaller steps.
The Maine Employment Curriculum (n.d.) summarizes the steps for developing a task analysis as follows:

<table>
<thead>
<tr>
<th>Steps to Developing A Task Analysis</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Observe coworkers performing the task and record each step in sequence.</td>
<td>By observing more than one worker, you may be able to identify useful variation in task strategies.</td>
</tr>
<tr>
<td>b) State the steps in terms of observable behaviors. Write the steps in adequate detail with only one behavior per step.</td>
<td>If we can’t observe the behavior, it should not be recorded on the task analysis.</td>
</tr>
<tr>
<td>c) Test the analysis by performing the task yourself, using the task analysis as a guide. Modify if necessary.</td>
<td></td>
</tr>
<tr>
<td>d) Review the task analysis with the supervisor and coworkers.</td>
<td>This step can help avoid confusion later. It helps the supervisor and coworkers become invested in the process.</td>
</tr>
<tr>
<td>e) Identify the natural cues for each step of the task analysis.</td>
<td>Natural cues are clues that inform a person about what to do next. The natural cue is what the supported employee will use to learn how to sequence the task (see next section).</td>
</tr>
</tbody>
</table>

Next, watch the supported employee perform the task. The worker may perform the task differently than the job coach, but if it works and the outcome will satisfy the employer, don’t try to change the employee’s method, change the task analysis. Note any areas where the worker struggles. You may have to break these steps down further to ensure the learners success.

**Teaching the Steps in the Task Analysis.** The second step in developing the task analysis is figuring out how to present the steps in a way that makes sense to the learner. Through task analysis, the worker learns the whole task by learning parts of it, then linking more and more parts together.

Building connections from step-to-step through the task analysis is a powerful teaching tool. This is especially true if the job coach highlights **natural cues** as a part of teaching with the task analysis. Cues are clues that inform the supported employee about what to do next. A job coach telling the employee what to do next is an example of a verbal cue/prompt. However, these instructions from a job coach are **artificial cues/prompts.** If the worker gets a lot of prompts from the job coach, it will be more difficult to fade the job...
coach from the worksite because the worker will learn to rely on the coach’s support to know what to do next. Natural cues do not need to be faded because they exist as a part of the task. Some examples of natural cues on a job site include:

- A flashing light on a copier that indicates it is time to add more paper.
- Other employees leaving for break is a natural cue that it is break time.

Sometimes the most effective prompts are those that highlight the natural cues. They help the worker learn to notice cues in the environment instead of the prompts provided by the job coach. **Indirect verbal cues or questions highlight the natural cues in the environment.** For example, “Now that the container is full, what do you do?” or “What do you do when the light flashes on the phone?” Pointing to the clock is another way to highlight a natural cue for “Time to go on break.” Asking “What’s next?” is an indirect verbal prompt that a job coach can provide to maintain the pace or work rate for an employee who might otherwise slow down or pause too long between tasks or steps in a task.

If the person doesn’t respond to the natural cue, we may need to alter the environment so that the natural cue is more obvious for the worker. Painting a red line with nail polish to indicate how high to fill the sink is an example of enhancing the natural cue. Sometimes **artificial cues** can be implemented that do not rely on the job coach’s presence at the worksite. For example a preset alarm on a watch can be a cue to go to break and/or return from break. All artificial cues should be as nonintrusive as possible.

If artificial cues are needed at least temporarily to teach the task, the assistance provided depends on the learning preferences of the supported employee. The job coach will need to determine if the worker learns best by: **verbal instructions, visual cues, physical assists, or a combination.** The job coach should try various types of prompts throughout the task analysis to determine the most effective prompt for the employee. Some learners find verbal instructions distracting or annoying, others have difficulty unless there are some verbal instructions. **The least amount of prompting necessary should be used. Also, the least intrusive prompt that produces the correct behavior is the one that should be used.**

- **Verbal instructions** are a natural form of assistance that may be provided in a work setting. A supervisor or coworker may give verbal directions to workers of all abilities. These directions should be short, direct, and related to each step in the task analysis. Example: Job coach says, “Marie, please wash the pan.” Verbal instructions for repetitive or routine tasks can also be provided through electronic devices such as MP3 players or handheld devices
(iPads). The advantage of these electronic devices is that they may not have to be faded. If appropriate to the work site, the electronic device can continue to be used as an ongoing part of the worker’s employment support.

- **Gestures** include pointing, tapping, or touching the correct choice. Examples of gestural prompts include: pointing to food still left on the pan being cleaned; touching an object to remind the employee to return to task; pointing to the time clock to remind the employee to punch in for work; tapping a wrist watch to prompt the employee to take a lunch break.

- **Visual strategies** include instructions that are presented in text or graphic illustrations (drawings, written instructions, symbols, or photographs). Visual cues can be presented in hard copies like flash cards, posted at a work station, or provided electronically on a computer or handheld device. Another example of a permanent visual cue is small drawings or picture schedules to show task order or the steps in a complex task. Visual cueing at a job site often involves pairing one or more dimensions of color, shape, or size with the correct choice. For example, an employee who is not able to recognize his own name needs to select his time card from 60 employee time cards next to the time clock. Attaching a specific color sticker to the employee’s card may be all that is needed for the worker to identify the correct card.

- **Matching-to-sample** is also a type of cueing that can be used easily during job site instruction. When teaching by means of match-to-sample, the job coach cues the correct response by showing the employee a sample of the correct choice. For example, when the employee is required to stack clean dishes on a dish dolly, the job coach can place a sample piece of dinnerware into each appropriate compartment on the dolly. The employee is then able to match the dishes to be stacked with the sample of dinnerware already in the compartment.

- **Modeling** involves demonstrating a particular step and then waiting for the employee to imitate the behavior. Modeling should be demonstrated alongside the employee rather than across from them or in front of them. This way the employee views the skill as it is to be performed. Example: Job Coach demonstrates how to wash the pan.

- **Physical prompts** or hands-on assistance may be necessary for some employees to complete portions of a task. For example, the job coach stands behind the employee, places his hands with the employee's hands on a mop, and moves it in the appropriate mopping pattern. Example: Job coach stands behind Marie and with her hands in his, they mop the floor.
One way to systematically select prompts needed during the training phase is to use a **hierarchy system of prompts**. The job coach always starts with the least intrusive prompt. If the worker doesn’t respond correctly to this prompt, another prompt is provided. In this system, the job coach progresses from natural cues (the least intrusive prompt), to verbal, to modeling, to physical prompts (most intrusive) on each step of a task not performed correctly, until one prompt stimulates the correct response. The employee is not given an opportunity to fail since the job coach is ready to give the next prompt before there is no response or an error is beginning to be made.

**Linking the Steps in the Task Analysis.** Chaining involves teaching the person how to link one behavior to another. It is possible to teach many tasks using forward, backward, or whole task chaining. The decision on which method to use depends on the task and the learner. All steps in the task analysis are completed no matter which method is chosen, but the teaching focuses initially on the first step(s) of the task analysis in forward chaining and on the last step(s) in backward chaining. In the whole task teaching, the teacher is teaching on all steps of the task.

These examples will illustrate each method of chaining for teaching an employee how to wash dishes. We start with the task analysis:

1. Scrape the food into the trash can
2. Rinse the dish
3. Place the plate in the dishwashing tray
4. When the tray is full, load it in the dishwasher or close the door
5. Add the soap
6. Turn the dishwasher on
7. Remove the tray from the dishwasher when the rinse cycle is complete
8. Stack the plates
9. Put the plates away

**Forward chaining.** When a job coach teaches a worker how to wash dishes using forward chaining, the first step that the job coach would teach the employee is how to scrape food into the trash can. The job coach would provide prompts to support the person in completing the rest of the steps in the task analysis as well, but the teaching and data collection will focus on the first step. When the first step is mastered, the job coach would wait to provide assistance until step 2, rinsing the dish. Teaching would focus on rinsing the dish. After rinsing, the job coach would continue to provide prompts in how to finish the task. Each step in the task...
analysis would be added in the same manner until the employee completes whole task independently. The process of gradually focusing on the next successive step will ensure the person is able to complete the entire task in the correct sequence using one step as a natural cue to complete the next step.

In backward chaining, instruction starts with the last step or behavior in a sequence. The employee completes the last step on the first trial. When she/he is successful on the last step, the last two steps are performed, and so on, until the employee can start at the beginning and complete all the steps independently. The advantage of backward chaining is that the person learning the skill always gets to complete the task. In the previous example, if washing dishes were being taught backward chaining, the first step the worker would be taught is how to put the plates away. The person would be given prompts and necessary assistant to complete the whole task, but teaching and data collection would focus primarily on the last step. When the person had learned the last step, he/she would be given prompts to complete steps 1-7, teaching would focus on step 8, stacking the plates, and the worker would put the plates away independently.

Whole task presentation teaches all the steps during each teaching session. This is a more time consuming method, but the employee learns the entire job and can progress to fine tuning the steps as the job gets done. In the dishwashing example, the job coach using whole task presentation would teach and collect data on all nine steps.

Collecting Data Using a Task Analysis. The task analysis can be used to record data on the performance of the steps in the task. Job coaches may be asked to collect three kinds of data – baseline, probe, and prompt. Baseline data is collected before teaching the person the task. This information tells the job coach what steps need to be taught. Usually the job coach will record a plus (+) when the step is performed correctly; a minus (-) if the step is not performed independently during baseline. This gives the coach and the supervisor or program coordinator information on the current level of independence.

Probe data is collected more often, typically at least once a day. When collecting probe data, the job coach indicates the level of prompt that was used to support the individual in completing each step of the task analysis that the worker could not do independently. Typically the job coach will record the type of teaching provided on each step since that will decrease before the supported employee becomes independent. In the example that follows, the instructions in the task analysis told the job coach to use this code (Dineen, 2010):

H= Helped, coach helped complete task
P= Physical prompts
V= Verbal prompt/instruction
- = Got it wrong or too slow but independently
+ = Got it right and fast enough, independently

The percentages are calculated by adding the number of + and dividing by the number of trials. For example on Monday, the worker completed the task and moved to the next task four times out of six: 4/6 = 66.66% or 67%; on Tuesday 3/6 correctly or 50%; etc.

Data from the task analysis provides valuable information about where the employee started and their current level of performance. When collected on a regular basis, data aids accountability. It will demonstrate that skills specified in a task analysis were gained by that employee. The data collected using a task analysis should be used to make changes that will improve learning.

On the job site, it is important that data collection procedures be subtle or unobtrusive to the work routine. While it may be important to track learning progress, work rate, and/or productivity, it is also important to not set the worker apart from his coworkers with detailed paperwork. Counters that the job coach keeps in his/her pocket or moving pennies from one pocket to another to keep track of frequency are examples of subtle data collection tools that would not draw attention in the work setting. When selecting a data collection tool the job coach should always consider:
• the behavior or skill being measured
• the setting or environment
• the resources available

**Using Data.** Once the data is gathered, charting will show how well the employee is progressing. This information can be used to show progress or identify the need modifying the task analysis by breaking one or more of the steps into smaller steps or the need for additional or enhanced cues.

**Cue Enhancements.** Sometimes the reason the worker struggles is that he or she is not clear on what to do next. Dineen (2010) recommends the following cue enhancements to provide more direction on the task sequence. Notice how many of these enhancements don’t require an increase in the level of job coach prompts.

**Pre-Starting Options:**
- Use pre-instruction “Ok Susan, let’s go through what to do again before your start…” Use assistive technology to record these instructions so the person can play them on an MP3 player when the job coach is not present.
- Establish a “ritual” that gets the worker started correctly. Tom always follows the same routine, putting on his apron, getting a fresh cloth,…

**Flow/Pacing Options:**
- Photos of the worker performing each task
- Setting up checkpoint times “By 11:15 all racks should be filled.”
- Developing a checklist

**Self-Instruction Options**
- The worker verbally rehearses what to do while working by reviewing a list of printed instructions, a sequence of pictures or symbols, or an audio recording on an MP3 player with coach’s on-going descriptions of what to do.

**Environmental Enhancement**
- Add colored dots to highlight locations, important controls
- Label needed supplies with numbers (e.g., #1, #2, #3) to indicate the order of their use.
- Create a map that simplifies movements
Consequence Procedures

Consequence change procedures refer to instructional strategies implemented following a worker’s response.

Reinforcement. A major component of systematic teaching is reinforcement. Reinforcement refers to anything that follows a behavior that increases the likelihood that the behavior will occur again. Reinforcement procedures are based on the following learning principle: A desired behavior followed by a pleasant or positive consequence will increase the frequency or maintain the behavior (or for purposes of this manual, work skill). This principle has been proven true through countless hours of research, covering all aspects of life. Further, research has shown that there are many things the job coach can do to make reinforcement more effective.

- The timing of the positive consequence, or reinforcement, is extremely important when attempting to increase the desired behavior. Reinforcement should be given quickly and immediately following the occurrence of the desired behavior. By the immediate praising of a specific skill, the likelihood of repeating that desired skill is increased.
  - The reinforcement should follow a specific behavior that is clearly identified. Rather than saying, “Good job,” tell the worker exactly what they did that you are reinforcing. “You wiped all the streaks off of the window. Look how clean it is.”
  - During initial training of a new skill, continuous reinforcement is used for each step in the task that is correctly completed. As the employee’s independent performance level increases, the amount of reinforcement is gradually faded to a less frequent schedule. Intermittent reinforcement refers to the delivery of a reinforcer after a period of time or after a number of correct responses. For more information on reinforcement schedules see the Achieving Personal Outcomes module in the North Dakota Community Staff Training curriculum.
- Reinforcement should be individualized. Before job placement and during the orientation and assessment phase of job site training, the job coach will learn the likes and dislikes of the new employee. This may involve observing and interviewing the employee, family members, residential staff, and others who can help compile a list of reinforcers for the employee. This list will likely include some that are appropriate to the
job site and some that might make the worker appear different from his coworkers that don’t have disabilities.

- In using reinforcement on the job site, the job coach should strive to make their reinforcement age and place specific. In delivering a comment like "good girl" the employee may respond with the desired behavior, such as continued on-task behavior, but coworkers may think of the employee as less than adult if the employee is a 40 year old woman. A better comment would be "The floor looks very clean, Gina. Keep up the good work." The same is true for physical reinforcement. At integrated job sites in the community, handshakes, "thumbs up" signs, and work breaks are appropriate reinforcers.

- It is hoped that only natural reinforcers, such as verbal praise or receiving a pay check, will be necessary. If the job match has been carefully made, it is more likely that a supported employee will be learning a job for which she/he has some interest. This will make the need for artificial reinforcers less likely. However, sometimes the worker’s disability interferes with their ability to perceive verbal praise or a pay check as reinforcing. Suppose the worker is someone who doesn’t process verbal information very accurately? In that situation, praise will not be effecting. What if the worker isn’t able to connect a paycheck at the end of the month with the task that needs to be completed today? If a paycheck is not reinforcing, the team will need to identify alternative reinforcers for the individual.

Dineen (2010) used the following example to help illustrate all of the possible reinforcement options for a dental office employee responsible for putting together packs of sterilized tools. This a very routine job, in an upscale setting, with a nice boss and coworkers. Some possible reinforcers for this task that are very natural to the setting might include:

- Verbal praise and complements from staff
- Crossing off names of patients as packets are finished
- Stacking packets in cupboard, filling up columns
- Reaching a checkpoint number of completed packets by 11:00 a.m.
- Social chitchat with staff
- Breaks
- Great music on the sound system
- Getting paid every two weeks

If the reinforcer that is selected is not effective during the initial
phases of learning the job, other options may need to be explored.

**Shaping** is a way of “raising the bar” by setting increasingly more demanding job performance goals that gradually reach the employers standard for a given task. Many learners with intellectual disabilities’ first attempts at a job task are pretty far from the speed or accuracy that the employer requires. In these situations, it is helpful to set goals that are more easily attained to motivate the worker as well as the job coach. Gradually, as the worker develops their skills and/or speed, the expectations for performance are increased. For example, initially a new worker washing pots in a restaurant may earn reinforcement for completing one pot. Gradually the number of pots that need to be cleaned is increased until the person is washing all of the pots with the same level of prompts and reinforcers that are typical of other workers at that business.

Often the aspect of a job that needs to be shaped is the speed of performance. If a baker told the job coach that the last person who did janitorial work mopped the bakery floor in 15 minutes, we might set that as our final goal for the supported employee. However, when first learning how to mop the floor, the worker may be reinforced for mopping the floor in 30 minutes. Gradually, as the worker will need to mop faster, the reinforcement will be given when the worker completes the task faster. The next goal might be to complete the task in 25 minutes before receiving reinforcement, and then in 20 minutes, and finally after completing the task in 15 minutes.

Shaping is a particularly good strategy to use for workers who may become easily discouraged. For example, someone who has poor self-esteem or gives up quickly may be motivated by achieving goals. Initially reinforcement would be given for something the person can do already. Very gradually, requirements before receiving reinforcement would be increased.

**Error correction** takes place after an incorrect response has occurred. Bellamy, Horner, and Inman (1979) explained the purpose for error correction procedures:
- It allows the worker an opportunity to perform the task correctly;
- It prevents the supported employee from believing the step is correct by continuing with the task; and
- It allows the worker additional practice on the steps she/he incorrectly completed.
As cited in the *Maine Employment Curriculum*, Butterworth, Gold, Hagner, Marrone, and Van Gelder (2001) make the following recommendations when the job coach recognizes that an error has been made:

- Do not make a big deal out of it. There is no reason to explain what a person did wrong.
- Stop the worker as soon as the error is made.
- Return the worker to the task at the end of the previous step (you are recreating the natural cue for the step the error was made on). If necessary, recreate the situation yourself, never have the worker recreate it (since that’s not part of the task).
- Provide the next level of assistance. You may want to say something neutral like “Let’s try again” if it feels right, but do not draw attention to the error.

Some workers will accept correction well. Others, may not. In any case, if the job coach can help the worker avoid the mistake, there won’t be a need to make a correction. Always try to get to the source of an error that is repeated and see if there is a way to set the worker up for success rather than the possibility for mistakes.
Chapter 5 Feedback Questions

1. Why is it important that training and supports for employees with disabilities be as typical as possible?
2. Support and teaching need to focus on both job _______ and the work _________.
3. T  F  Every worker can be taught to complete job tasks under the appropriate conditions.
4. The job coach should choose teaching techniques that draw as little attention to the work as possible, yet still be ________.
5. Instructional supports (prompts, instructions, and reminders) should be seen as ________.
6. How long should the job coach use prompts, instructions, and reminders?
7. Why should natural supports be incorporated beginning with the first day on the job?
8. Information about _____is needed to help make data-based decisions about how to support the worker most effectively.
   a. the job
   b. the worker
   c. the support environment
   d. all of the above
9. What information about the worker is needed before planning how to teach the person a job?
10. What is baseline/benchmark data and why is it collected?
11. What factors are measured during baseline and while monitoring progress?
12. Why is systematic instruction so critical for supported employees?
13. if the employee appears to be struggling to learn a task or not making progress on their production, etc., the job coach needs to analyze__
   a. task analysis
   b. prompts and reinforcement,
   c. data collection
   d. all of the above
14. T  F  Never use more intrusive teaching techniques than are needed for the learner.
15. A ______ ______ breaks a task down to a list of manageable and teachable steps.
16. Task analysis is use to 
   a. Teach the task to the worker
   b. Measure a supported employee’s progress
   c. Monitor the kinds of prompts that are used and determine the effectiveness of the teaching strategies the job coach is using
   d. All of the above
17. Why is the use of task analysis so important in supported employment?(Give two reasons)
18. If the worker performs the task differently than the job coach, but the workers method is just as effective and the outcome satisfies the employer____.
   a. change the employee’s method
   b. change the task analysis
19. Why is it important to observe coworkers completing the task analysis?
20. Why does the job coach identify the natural cues for each step in the task analysis?
21. T  F  A job coach giving a prompt or instruction is an example of a natural cue.
22. Why are prompts that highlight the natural cues often the most effective prompts?
23. Give two examples of indirect verbal cues or questions that you use with the people you support.
24. Give one example of each of the following types of artificial supports that you use or could use with the people you support:
   a. Verbal instruction from job coach
   b. Verbal instruction through electronic device
   c. Gesture
   d. Visual cue
   e. Matching-to-sample
   f. Modeling
   g. Physical prompt
25. Explain how the “hierarchy system of prompts” is use to teach a job task.
26. What does baseline data tell the job coach?
27. After baseline data has been collected what kinds of data should be collected?

28. How should the data the job coach collects be used?

29. What are two examples of ways that data can be collected without coworkers noticing that the job coach is keeping data?

30. Give three examples of cue enhancements that don’t require an increase in the number of job coach prompts.

31. Reinforcement refers to anything that follows a behavior that _____the likelihood that the behavior will occur again.

32. What are six things the job coach can do that can make reinforcement more effective?

33. Give an example of how you would use shaping for a job task for a person you support.

34. Often the aspect of a job that needs to be shaped is the _____of performance.

35. T F Shaping is a particularly good strategy to use for workers who may become easily discouraged because commonly, the reinforcement is initially given for something the person can already do.

36. Which of the following are true about error correction?
   a. It allows the worker an opportunity to perform the task correctly;
   b. It prevents the supported employee from believing the step is correct by continuing with the task
   c. It allows the worker additional practice on the steps she/he incorrectly completed.
   d. Explain what the person did wrong
   e. Let the worker finish the whole task before correcting him/her
   f. Return the worker to the task at the end of the previous step (you are recreating the natural cue for the step the error was made on)
   g. Provide the next level of assistance. You may want to say something neutral like “Let’s try again” if it feels right, but do not draw attention to the error
CHAPTER 6: Increasing Workers’ Independence and Long-Term Success

Objectives: After completing this lesson, job coaches will be able to:

- Describe how a job coach would structure teaching multiple tasks
- Apply the seven steps for implementing the goal setting procedure
- Explain the importance of generalization across various settings, materials, and different instruction
- Give examples of teaching for generalization
- Describe how to assist employee to monitor his or her work performance by using self-management procedures
- Give examples how accommodations are used to increase a workers quality, rate, capacity, and independence

Once a worker has learned how to complete a major job duty independently, the job coach must assure the task will be performed to the quality (speed, accuracy, etc.) required by the employer under normal working conditions. It is important to recognize that it is the employer/supervisor who sets the standard for the job. Employment success hinges on the supported employee’s ability to meet the employer’s expectations for job duties.

Note: While the discussion in this chapter refers to procedures for fading the support provided to the supported employee who is working in competitive employment in an integrated setting, the principles for teaching workers in a day support setting or center-based employment are not so different. The goal in both cases is for the worker to become as independent and productive as possible. While workers in day supports may always have supervision, as one worker learns a task, the job coach can shift to providing more intensive support to workers who are still in learning. As workers gain more skills, they should benefit from increasing their production with a larger paycheck and increasing responsibilities including opportunities to move into a more inclusive and higher paying job.

The goals during stabilization are to:

- increase the employee's production rate on each major job duty
- expand and maintain the employee's performance across all job duties
- systematically shift assistance for the worker to the natural supports available at the work site

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Typically, the job coach moves into the **stabilization phase** for a specific job duty when the employee has performed it independently for three consecutive trials. After the employee can perform the task correctly, instructional goals shift to **increasing production** (speed) on that task. When production meets the company standard, the goal is **fading support** while maintaining task performance and speed.

**Expanding Performance across Job Duties**

In most cases, systematic instruction in all job duties at the same time is not possible when teaching workers with significant disabilities. Instead, the job coach teaches the employee in two or three duties, while the other tasks are completed with assistance. Skills not being taught should be performed in a consistent manner by referring to the task analysis for each task. Once the supported employee performs the targeted job duty(s) independently, the employment specialist begins systematic teaching on the next major duty. As each new duty is learned by the employee, the employment specialist begins instruction on another job duty until all of them are being performed by the employee.

The following guidelines will help the job coach during the critical learning period.

- Initially, target only two or three major job duties from the entire sequence of duties for intensive systematic instruction.
- When systematic instruction of other job duties is not being conducted, the worker should still complete all or part of the remaining job duties with the job coach. Follow the steps in the task analysis that will be used to teach the task later.
- When a worker is able to complete a job duty independently, the job coach should begin initial skill training on another job duty.
- Increase the employee's work rate on a job duty, if necessary, as soon as it is performed independently. This prevents having to increase work rate on several tasks at once.
- Monitor each job duty being performed independently once a week to make sure that correct task performance and productivity are maintained.
- Repeat this process until all job duties in the sequence are completed independently.

Often the job coach is providing different levels of support for several job duties at the same time. For example: a job coach may be supporting the same worker daily teaching a new duty, implementing strategies to increase production on another job duty, and fading from the work area on a third duty.
In the example below, a job coach is supporting an employee in a dishwashing position. Two skills are being taught, while the employee is learning to work faster on another skill and the job coach is fading support on the fourth.

**Stabilization Example:** Harold began working as a dishwasher two months ago. His first month on the job, he learned how to scrub pots. He was very thorough at this job and only had one pot returned for rewashing after the third week on the job. However, he was a lot slower than the last person who had the job, so the job coach focused on teaching Harold to increase his productivity. Last week, the supervisor agreed that Harold’s speed at washing pots was typical of what he expected of kitchen workers. The job coach is now working on fading his support from that task. He is still collecting data to ensure that Harold’s speed and accuracy for that task are maintained by the supervision that is natural to the work environment. Harold has also learned to unrack the dishes and operate the dish machine correctly. However, his pace is still very slow. The job coach is implementing a reinforcement schedule to support Harold in increasing his rate of unracking dishes. The job coach is still using systematic instruction to teach Harold two other tasks – collecting dirty dishes, and breaking down the dish machine at the end of the shift. A summary of the supports Harold is receiving every day looks like this:

- **Skill Acquisition** – Systematic instruction to teach collecting dirty dishes and breaking down the dish machine
- **Stabilization** – Implementing a reinforcement schedule to increase speed on unracking dishes
- **Stabilization** – Fading supports for pot scrubbing; continued data collection

**Attention to Task**

During the stabilization phase of job site training and the later follow-up period, it is important to monitor the employee's on-task behavior. Knowing that an employee is attending to a task helps the job coach to make decisions about how and when to fade from the job site. When a worker has problems staying on-task, this affects work rate as well as relationships with supervisors and coworkers.
Increasing Production to Company Standards/Goal Setting

As mentioned earlier, performance at company standards is a critical part of maintaining a job. Once the worker has learned the job duty, goal setting can be used to assist the worker in reaching the company standard. It is the job coach's job to ensure the worker has the supports necessary to achieve the goal. Powell, Panscofar, Steere, Butterworth, Rainforth, & Itzkowitz (1988) suggest steps for setting goals. Their steps have been summarized into the seven steps identified below:

Step 1: Identify the Employer's Expectations: What does the company expect of any worker for a specific task. Observation, time studies, and supervisor's expectations are avenues for obtaining this type of information.

Step 2: Establish the Worker's Baseline Rate: Determine the worker's current level of performance.

Step 3: Identify a Reinforcer: A reinforcer is something that increases the likelihood that the activity that preceded the reinforcer will continue/increase in the future (Powell et al., 1988). The job coach must select the reinforcer carefully. It must be appropriate for the work environment, reinforcing to the specific individual, and is as natural as possible.

Step 4: Establish an Initial Goal: This is usually a small step; the initial goal is established just above the baseline rate so that the worker can quickly reach it and receive the reinforcer and establish a "relationship between reaching an expected rate and receiving the reinforcer" (Powell et al., 1988).

Step 5: Making Data-Based Decisions: The job coach collects and graphs data to support the program coordinator and team in making decisions about program changes. Graphing data will help determine whether or not to intensify the reinforcer, decrease production requirements, or make other changes.

Step 6: Provide Feedback to the Worker: The plan should be explained to the worker. Often a self-monitoring chart provides motivation for the worker – she/he might watch the graph as his/her performance reaches the goal line. If appropriate, this graph may be posted in the work environments so that the worker may receive natural reinforcement from coworkers as she/he gets closer to that goal line (be sure to seek approval from the worker and the employer).

Step 7: Fade Intensity of the plan: Once the worker has reached the company's standard level of performance, the program can fade in intensity. Program reinforcers are slowly replaced by natural reinforcers.
The plan should not be discontinued abruptly; in fact, monitoring should occur to ensure that the worker's performance is being maintained.

**Generalization of Work and Work Related Behaviors**

Generalization refers to the worker's ability to perform a task in more than one setting, using different materials, and/or being under the supervision of various people. Some people have a more difficult time generalizing work performance from one set of circumstances to another. Planning for varying conditions is a proactive support critical to many workers with disabilities. Conditions naturally change over time--a job coach might take a vacation, the worker may be asked to complete the same task but in a different location, etc. When these changes unexpectedly arise, it is helpful if the worker has received generalization instruction.

The only way to determine if the worker is able to generalize their work skills is to directly and regularly assess for it. If the worker is not able to transfer the skills to a new situation, new materials, or with a new supervisor, additional instruction should be provided. Generalization can be facilitated by using more than one person to teach a task. Job coaches will be able to fade their support more quickly if they regularly assess for and teach generalization.

Brown, Nietupski, & Hamre-Nietupski (1976) state that the Rule of Threes should be applied to teaching for generalization.

- Three different settings
- Three different sets of materials
- Three different instructors (job coaches, coworkers, supervisors, etc.).

**Self-Monitoring/Self-Management**

Self-monitoring refers to workers who monitor their own work performance and provide their own feedback. Self-management refers to techniques or strategies or devices that allow an individual to improve or maintain his or her own performance without the support of the job coach. Using self-management techniques, employees can often learn to perform their jobs when the job coach and work-site supervisor are not physically present. Self-monitoring procedures are commonly used on a job site to assist the employee in situations such as following the daily job duty sequence, performing a specific job duty appropriately, or even social skills. For example: Tom talks too much. He keeps track of the number of times he talks
to coworkers. If it is less than five before morning break, he rewards himself with a small candy bar.

Everyone uses self-management techniques to help them organize themselves on the job. Calendars, to-do-lists, notes, and electronic organizers on cell-phones or other devices are a few examples. Workers with intellectual disabilities often need support in learning how and when to use these techniques.

The Maine Employment Curriculum cites Butterworth, Gold, Hagner, Marrone, and Van Gelder (2001) five general self-management techniques:

- **Self-prompting** – Pictures, lists, sample assemblies, taped instructions. They allow the person to seek out a prompt on their own. Examples:
  - Picture Cues - A drawing which shows the appropriate sequence for replacing the divider curtains in a dish machine can assist the employee.
  - Pictorial Job Duty Booklet - A multiple page booklet can be made in which snap shots depict the job sequence for the employee.
  - Pre-taped Instruction - A pre-recorded tape with verbal instruction can be used by the employee. The tape is turned on (using portable cassette tape player), the employee listens to the instruction, turns off the player, and completes the duty. Then the employee turns the tape on to receive the next instruction. This process is repeated until the job is completed.
  - Tactile Cue - A piece of sand paper can be glued to the off button for a garbage disposal. The employee identified the rough surface as the button to push when turning off the garbage disposal.

- **Self-reinforcement** – Self-administration of a reinforcer for performance of a task. A reinforcer can also be self-selected, meaning that the person can choose how she/he will be reinforced. Example:
  - After cleaning five motel rooms, John takes a smoke break.
  - Teaching the individual the significance of the "pay check" and producing a chart showing daily earnings.
  - Teaching the worker to self-monitor and reinforce himself with self-talk such as; "Good job, the machine has only stopped two times this morning."

- **Self-monitoring** – Monitoring one’s job-related behaviors by recording them. Example:
  - A person doing an assembly task might record on a bar graph the completion of each assembly.
A list of the sequence of job duties can be developed using a single picture to represent each major duty. The employee can check off each duty upon completion.

- Self-instruction – Workers can teach themselves to do a job. The person can watch someone else do the task, look at a completed example of a job, or use typical training materials such as manuals or videotapes. Examples:
  - A person in a janitorial position must clean several sinks and shower stalls in a truck stop. The employee verbally states the tasks to be completed (e.g., "Clean the sinks") and then performs the job. The process is simply one of saying, then doing.
  - A pot scrubber discriminates pots that need to be soaked versus those to be scrubbed immediately by picking up a pot and verbally labeling each one as a "scrubber" or a "soaker". This process allows the employee to organize the work area independently.
- Self-elicited feedback – A person asks a coworker or supervisor about feedback regarding his/her work.

*Note:* Chapter 4 in the *Supporting Individuals with Autism Across the Lifespan* module in the North Dakota Community Staff Training program provides a detailed description of self-monitoring techniques that are helpful for people with a variety of learning challenges. Chapter 5 specifically addresses employment supports for workers with Autism.

**Accommodations**

Typically individualized adaptations to increase a worker’s quality, rate, capacity, and independence are arranged before the person starts the job. However, sometimes the need for accommodations doesn’t become apparent until after the person begins the job. If the worker is having difficulty achieving independence with the support of the instructional strategies previously discussed, the team might want to consider one of the following accommodations:

- **Task adaptations** – Changing how a task is performed (i.e., highlighting the critical information on a work order; color coding filing systems)
- **Job-site modifications** – Structural changes to the work environment to accommodate a physical disability (i.e., wider doorways, ramps)
- **Job-modifications** – Restructuring the job or redistributing tasks the worker is unable to perform through “job creation” or “job carving.” This sometimes allows a worker to work in a setting even though they are unable to complete all the tasks that typically are associated with that job. Through redistribution, the supported employee exchanges responsibilities
with a coworker. For example: In a large insurance company, each department was responsible for its own mailings. Through job carving, a supported employee was hired to complete all of the mailings for all departments.

**Assistive Technology** – The use of equipment that helps the worker perform his/her job. Most assistive technology solutions are rather simple and inexpensive. Post-its, highlighters, book stands are all examples of low-tech assistive technology. As technology has become part of our everyday lives, it is becoming more difficult to distinguish technology that supports a person with a disability from that used by other workers.

It isn’t important for the job coach to be able to identify whether a particular accommodation is an adaptation, modification, or assistive technology. In fact, the categories often overlap. However, it is important to know what questions to ask. When a person is having trouble becoming independent in a work task, teams should consider the following questions (Kurtz, et.al. 2003).

- Does the task need adapting?
- Does the job site need modification?
- Does the job itself need restructuring?
- Would assistive technology help in this situation?

**Case Study:** One month after Marie’s first day on the job, she was able to complete 75% of all the job duties independently. However, due to the large number of job changes that were required throughout the work shift, Marie continued to need assistance in remembering the correct sequence of duties. The job coach designed a picture checklist that sequenced the job duties for an entire shift. As Marie completed each duty, she would refer to the picture schedule and check the one she had just completed. She would then determine the next job to be completed. The job coach also made sure that the supervisor had a copy of the picture schedule.

**Summary**

Although initial skills acquisition is an extremely important training phase, the stabilization phase is not less important. This section covered some of the skills a job coach needs to be able to facilitate the activities during this phase, including: goal setting, generalization, attention to task, and self-management skills. This phase must be addressed before moving to the on-going monitoring and follow-up phase.
Chapter 6 Feedback Questions

1. Who sets the standard for quality on the job site?
2. Why is it important to focus on increasing productivity or quality for workers in day supports?

3. Typically, the job coach moves into the _______ phase for a specific job duty when the employee has performed it independently for three consecutive trials. After the employee can perform the task correctly, instructional goals shift to increasing ___________ (speed) on that task. When production meets the company standard, the goal is ________ support while maintaining task performance and speed.

4. What are the goals of the stabilization phase?

5. How many skills or tasks would a job coach be teaching at one time when supporting a person with an intellectual disability?

6. Job coaches will be able to fade their support more quickly if they regularly assess for and teach __________.

7. How should other tasks that aren’t being taught be completed?

8. When should the employee start working on increasing his/her rate or speed of completing a task?

9. Describe how you would support Susan, to increase the speed at which she cleans off tables at the restaurant where she has been working for about a month. She has learned all the tasks but isn’t as fast as the other workers. Use the seven step process described in the chapter.

10. Define generalization in your own words:

11. Why is generalization training important?

12. Describe how you would teach for generalization of “window washing” for a supported employee.
13. T  F People with intellectual disabilities cannot be taught to self-monitor.
14. _____ refers to techniques or strategies or devices that allow an individual to improve or maintain his or her own performance without the support of the job coach.
15. Give one example of how you might use each of the following self-management techniques with the workers you support:
   a. Self-prompting
   b. Self-reinforcement
   c. Self-monitoring
   d. Self-instruction
   e. Self-elicited feedback
16. Describe accommodations that have been used or could be used with the workers you support to increase their quality, rate, capacity, and/or independence using each of the following:
   a. Task adaptations
   b. Job-site modifications
   c. Job-modifications
   d. Assistive technology
CHAPTER 7: Ongoing Monitoring and Supports

Objectives: After completing this lesson, job coaches will be able to:

- Describe two main considerations that help determine the rate of job coach fading
- Describe what to consider before deciding how to fade the job coach from an employment setting.
- Explain how to successfully fade job coach support.
- Give examples of the different roles which can be assumed by a coworker

Ongoing Supports

Probably one of the most important characteristics of supported employment is that of ongoing supports. Ongoing supports are just that; they support workers in many different ways for the entire length of employment and usually beyond. Supports can take many different forms and intensities and it is the decision of the providing agency as to what supports it will offer. The job coach must be aware of these alternative supports.

Supporting Independent, Successful Workers

Dineen (2010) identified several factors which contribute to long-term success of workers:

I. If coaching has occurred on the job, the shift to just a few hours a month needs to be made in a thoughtful manner
II. The process of accommodating the worker must continue to function effectively
III. An active process for early detection of problems needs to be in place and implemented
IV. Mistakes are used to learn

I. Thoughtfully Fading Job Coach Support

In order to help many adults with disabilities learn job skills and adjust to a competitive employment placement, initial training and advocacy support at the job site is often provided by a job coach. Often this involves having a job coach present as often as possible in the early stages of the placement with the intent to gradually decrease the amount of time available over a period of several weeks or even months. For some workers with moderate and severe disabilities, this type of assistance may be required for job placement and retention.

The purpose of this section is to: a) discuss the problems involved in maintaining staff at a site for individual training and advocacy, b) identify solutions for these problems, and c) present
data which demonstrate a means for assessing the amount of staff time necessary with an individual with disabilities.

**Staff Fading Dilemmas**

*Staff Reluctance to Withdraw.* One difficulty in reducing staff assistance is that job coaches often become personally involved in a person's progress and feel it is necessary to be continually present. While this is a worthy goal in terms of ensuring the trainee's work performance to the employer, it does not foster independence on the job. It is a natural emotion to be uncomfortable about leaving the person alone; however, the daily presence of a familiar staff member may, in fact, cultivate a person's dependency on the job coach.

*Real Supervisor Dependency.* Sometimes managers do not want the job coach to leave. If no systematic efforts have been made to have the worker with disabilities interact with and/or take instructions from the real supervisor, the job coach will be seen as a necessity for the worker's job retention. Consider a case where the real supervisor directs all instructions to the job coach who in turn directs them to the individual. While this may be appropriate for a few days initially, if it is continued too long, fading the job coach from that site will be impossible. The manager has not been prepared to supervise with the supported employee and may not even want to interact with him. The supervisor will continually request assistance and daily on-site support from the job coach.

*Rate of Fading.* A third issue to be considered is how quickly to withdraw staff assistance. Is it appropriate to think that all workers should initially require daily supervision and two weeks later three day-a-week supervision, culminating in weekly checks for 60 days? In short, at what point can the amount of staff be reduced? These questions cannot be answered for all workers but rather should be considered on an individual basis with each worker's data serving as the basis for decision making. The use of on-off task performance, amount and type of prompts, and supervisor's evaluations will quickly provide feedback to the job coach as to the rate with which fading can occur.

There are two primary areas to remember when determining the rate of job coach fading. First, rapid withdrawal of job coach assistance may very well result in complete loss of any behavioral gains established earlier. And second, fading which occurs too
slowly leads to consumer/parent dependency and real supervisor dependency. The next section provides a discussion of techniques which may be employed to attack several of the problem areas which surround the dilemma of fading job coach assistance.

**Solving the Fading Dilemma**

Avoiding dependency on the job coach hinges on involving coworkers and the supervisor in the training and supervision of the supported employee at the very beginning of the placement. Waiting until the employee learns the job will result in dependency on the job coach.

[Image: Transferring Verbal Control from Job Coach to the Supervisor. Initially all instruction, prompts, and job requests may be filtered from the supervisor through the job coach to the individual. This is especially true with employees who are nonverbal or who have other disabilities which might inhibit direct communication between the supported employee and employer or supervisor. As the number of job coach prompts approaches those that are normally required of a supervisor to direct a worker who does not have a disability, the job coach should begin involving the supervisor in giving the worker instructions and feedback. This is done initially by modeling prompts while the supervisor is near. The job coach can later explain to the supervisor what prompts have been used to insure that the worker does his job.

**Fading Supervisor and Worker Accessibility to Job Coach.** A second technique for overcoming employer or worker dependence on the job coach is to systematically reduce the job coach's presence. It is really, really hard for job coaches to watch the new employee work without offering comments. That is why keeping data on the number and kinds of prompts is helpful. Counting prompts forces job coaches to think about what they say and do to support the worker.

After the worker is performing the task correctly and efficiently and the number of prompts has been reduced to what other workers receive, the job coach works on becoming almost “invisible”. Dineen (2010) recommends shifting to a “Time Sampling” strategy of support (5 minute checks; then 10 minute checks; then 20 minute checks; etc). The goal is to turn the responsibilities of the job coach over to the worker, coworkers, and supervisor gradually and in a way in which the coach is present to step in if needed.

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When the job coach fades in this way:

- The worker now has to figure things out for himself
- Coworkers aren’t able to use the coach as a translator
- The supervisor has to manage the worker
- We can see how things would work when we are not there

The initial periods of job coach absence should be during a time when the activity is at a slower pace and when the supervisor is not under pressure. At these times the natural supports in the business will be more available to offer assistance. Eventually the job coach’s presence is reduced over more days and during higher pressure times. Each supported employee does require differing job coach reduction schedules. In addition, some minimal assistance may be necessary on a continuing basis for persons with more severe disabilities.

Also, the job coach should have a good idea of what supports the worker with disabilities will need even before she/he begins working. In fact, the team should identify the supports needed by the individual and who will provide them.

**Procedure for Fading from the Job Site**

1. Discuss the fading schedule with the employer; agree on a day to begin.
2. Inform the employee that you are leaving the work site and why.
3. Inform the employer and coworkers that you are leaving and provide them with your phone number.
4. Fade gradually (begin with 15 minute intervals).
5. Continue to record on-task/attending and production data on the established schedule.
6. Record probe data so that all major duties are probed a minimum of once per week.
7. Review the data.
8. Continue fading your presence from the job site as long as the employee continues to perform all duties at company standards.
9. Continue to collect employee evaluations on the established schedule.
10. Continue to complete progress reports on the established schedule.
Roles of the Coworker during Fading

The involvement of coworkers is a critical part of the ultimate success of the worker with disabilities. Involvement of coworkers and supervisors can greatly enhance the fading process as they begin to take on activities that were previously completed by the job coach.

**Coworkers as Mentors.** After initial job development, analysis, and training by the job coach, the coworker assumes the role of mentor. The support and encouragement of mentors is important for success on most jobs. The coworker can provide many supports including: feedback, reinforcement, ideas for dealing with a difficult coworker, companionship, and humor. This role should not be underestimated; the presence of a mentor at the work site can greatly enhance success. The job coach maintains communication and assistance when necessary. The mentor option is one of many possible roles coworkers or supervisors might fulfill.

**Coworkers as an Evaluator.** Coworkers can often provide a more accurate evaluation of the worker's performance than the job coach since the job coach's presence may affect the worker's performance. The coworker actually provides information to the job coach regarding the worker's performance.

**Coworkers as Advocates.** This advocacy may take many forms. It could mean that the coworker assists the worker in difficult situations or with challenging tasks. There are many different advocacy roles; some are more involved than others. The advocate role can be a very important one for a follow-up program. The coworkers can keep the coach informed of potential retention problems.

**Coworkers as Teachers.** Sometimes coworkers can become involved as a teacher. Although the initial training may be done by a job coach, follow-up training might be completed by coworkers. Coworkers sometimes assist the job coach with stabilization and generalization activities.

II. Accommodating the Worker

As cited in Dineen (2010), a recent study of 10 workers with psychiatric disabilities in supported employment pointed out a very interesting situation. Several of their employers made accommodations they viewed as “mutually beneficial” because they led to increased
productivity. All were voluntary. Legal requirements played no role. The employers were mostly not aware of the ADA and its requirements.

Almost universally, the most common accommodation is **adjusted work schedules**: arrival/departure, break times and length, and so on. Almost as common are **structural changes in the job**, like increasing consistency for a worker with autism spectrum disorder, or letting the worker with anxiety disorder take longer breaks when needed.

### III. Active Problem Detection

A combination of four approaches to problem detection will cover a wide variety of situations. These are **in addition to talking to the worker**:

a) A paper/email evaluation form that the supervisor fills out on a regular schedule (See sample evaluation in the appendix

b) In-person visits to the business to visit with the supervisor, coworkers, and the worker

c) A trusted coworker who knows the worker and can see problems in their infancy; someone other than the supervisor

d) A family member, advocate, or friend who sees the worker at home and will be sensitive to problems that might be brewing.

Depending solely on the employer/s willingness to tell the job coach about problems can be a big mistake. Some people will write about issues but they will not mention them verbally. Others will deny that problems exist when others can see them clearly. If job coaches use a variety of methods to detect problems, they will be far more effective than if they put all their efforts in one approach.

### IV. Learning from Mistakes

Every time a worker leaves a job, write down all the reasons you suspect might have contributed to the job loss. Some might be the result of the worker’s actions. Others could come from job coaching errors. In still other cases maybe the employer or others at the business did something to cause the job loss. Use the accumulated job loss data to focus future efforts for program improvement. The list of job-loss reasons will eventually indicate trends that are worthy of your attention.
Summary

Several factors contribute to long-term success of workers:

I. Thoughtful and effective fading of supports
II. Effective accommodations
III. Active process for early detection of problems
IV. Learning from mistakes

Fading Case Study

Charlie is employed at a hospital cafeteria as a pot washer. He works from 10:30 until 3:30, Monday through Friday. He works relatively independently and fading of coaching is now to the rate of two job-site visits per week. Charlie began, one month ago, to display inappropriate behavior on the job (snorting). This behavior is quite frequent, loud, and very annoying and distracting to coworkers. When this snorting behavior first was reported as needing attention, a behavior intervention plan was implemented in which verbal cues were used to stop the behavior. However, no improvement has occurred after two weeks of intervention, and the supervisor now insists on improvement in the near future or Charlie will be suspended or terminated.

Charlie's mother is quite concerned and will cooperate in any way that she can. She took him to the doctor to determine if there were medical reasons for the snorting. Charlie has a post-nasal drip (allergy) and the doctor prescribed a decongestant, but there is no medical reason for the snorting. The supervisor would like to see Charlie improve (his work performance is adequate) and is willing to participate in intervention to the extent that his job duties will allow.

What should the job coach do?
Chapter 7 Feedback

1. T F If the supervisor gives all of the instructions to the job coach and expects the job coach to tell the supported employee what to do, it will be more difficult to fade the job coach from the site than if the supervisor starts interacting with the employee shortly after he/she is hired.

2. T F The rate of fading has to be individualized based on the data collected about the worker.

3. What are the two main considerations that help determine the rate of job coach fading?

4. How does counting the number of prompts from the job coach help?

5. What times during the shift is it best to begin fading from the work site?

6. If you were job coach for Tom, a bagger at a large supermarket, what steps would you follow to insure that he continued to be successful at his job while you faded coaching?

7. Give an example about how you have or could involve coworkers in beginning to take over activities that were previously completed by the job coach. If you work in integrated employment settings, be specific - name the person, their job and what the coworker did in any of these roles: coworker as mentor, coworker as an evaluator, coworker as advocate, coworker as teacher.

8. Why is it a mistake to depend solely on the employer’s willingness to tell the job coach about problems (no news is good news policy)?

9. What are four ways to identify problems that may be developing at the job site?
Chapter 8: Supporting Employment Outcomes for Workers with Behavioral Challenges including Excessive or Socially Inappropriate Behaviors

Objectives: After completing this lesson, job coaches will be able to:

- Explain the positive impact of a job on challenging behavior
- Identify the goal of positive behavior supports in the workplace
- Describe the messages that challenging behavior might be communicating in employment settings
- Describe the characteristics of employment settings that might be difficult for some workers with disabilities
- Identify the difference between a skill deficit and lack of motivation
- List two strategies for improving soft skills/social skills and strategies to ensure the skills learned will generalize to the work setting.
- Explain the importance of collecting behavioral data in employment settings
- Describe how to use positive behavior support strategies in employment settings

Some supported employees may exhibit unusual, socially inappropriate, or excessive behaviors. If the behavior threatens the person’s ability to keep their job or interferes with the worker’s ability to develop social relationships at work, it may be necessary to support the person in developing more appropriate on-the-job behaviors. Involving the person’s team will help ensure that the most effective and respectful techniques are used. The Positive Behavior Supports and Designing and Implementing Positive Behavior Supports modules in the North Dakota Community Staff Training curriculum provide extensive information on supporting appropriate behavior in people with intellectual disabilities. The following information summarizes and includes examples of positive supports for challenging behavior in employment settings.

Kinds of Behaviors that Cause Job Loss. The research shows that inadequate social skills are a major cause of job loss for workers with intellectual disabilities. Dien (2010) listed a few he had experienced:

- “Individual disrobed when anxious.”
- “The worker handled even the smallest dispute or correction by quitting.”
- “She doesn’t understand usual social limits of personal space, discussion topics, etc.”
• “Worker ate coworkers’ lunches.”

If you have been supporting workers with employment barriers for some time, you can probably create your own list of unique stories.

Sometimes job loss is the worker’s fault; he/she knew the rule and chose not to follow it. Sometimes it is more complicated than that. For example: If a worker with a disability loses his/her job, because of inappropriate interactions with customers or coworkers, it’s very possible that the worker just didn’t know the social rules for that situation. In other situations, the person may not able to follow certain social rules due to his/her disability.

Positive Supports

David Pitonyak (2005) reminds us that, “Supporting a person with difficult behaviors begins when we make a commitment to know the person.” Developing an intervention without knowing the individual in any meaningful sense is “usually ineffective and always disrespectful.”

All behavior is meaningful and the person’s best attempt to meet a need. The first step is to get to know the person. Successful employment has the potential to fulfill several key quality of life elements that Pitonyak identifies as critical to supporting people with challenging behavior:

• **Relationships make all the difference.** Many people with disabilities experience lives of isolation. A job can be a way to link people with disabilities and their coworkers and an opportunity for enriching the lives of both the person with a disability and his/her coworkers. The employment specialist’s role in fostering these relationships and building the skills necessary to sustain long–term relationships is critical.

• **Help the person to develop a positive identity.** Opportunities to contribute through one’s job can help overcome the negative image the person may have developed based on what others have heard about his or her challenging behavior.

• **Instead of ultimatums, give choices.** For people who have been “outside of power” for too long, a job can give them the opportunity to experience decision-making and develop self-determination skills.

These and other positive changes in the person’s quality of life can make challenging behavior unnecessary. The core elements of positive behavioral supports repeat many of the themes you have read in earlier chapters (Kurtz, et.al., 2003):

• Full community participation
• Collaborative teams
• Person-centered planning

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- Naturally occurring relationships and networks
- Self-advocacy
- Control
- Choice

- Respect for interpersonal relationships
- Respect for individual differences
- Communication
- Support during crisis
- Teaching/building competencies

Figuring out the “message” or function of a difficult behavior is the key to providing effective positive supports. Inge (2011) suggests the following functions of challenging behavior in the workplace:

- Communication (i.e., “I’m scared,” “I’m in pain,” “I don’t know how to tell you what I need.”)
- Control – (“I want control”)
- Attention – (“I’m bored,” “I’m lonely”)
- Insufficient support or planning – (“This situation is hard for me.” i.e., waiting, noise)

Identifying the function of the behavior requires collecting data starting with an ABC analysis:

- What happens before the behavior?
- What does the person do?
- What happens after the behavior?

Then the team specifically identifies the challenge:

- What time of day does the behavior occur?
- Are there specific areas of the job site where the behavior occurs?
- Does this occur around specific coworkers?
- How do coworkers react?
- Does this occur during specific job duties?
- Are there other situations or conditions?

The goal of positive supports in the workplace is to assist the worker in learning positive behaviors or strategies for getting their needs met. When designing positive supports for a worker with challenging or socially inappropriate behavior, Dien (2010) recommends classifying the behavior into one of these four categories to help determine how to support the workers long term employment goals:

- Behaviors driven by disability or otherwise not particularly under the person’s control.
• Behavior that results from poorly matched environments.
• Behaviors that might be expected to improve or control.
• Behavior that is used as a form of communication.

**Behaviors driven by disability or otherwise not particularly under the person’s control.**
Workers may have behaviors that, despite their best efforts, are barely controlled because their disability drives it. For many people, challenging behavior can be rooted in biological or neurological differences. The person cannot turn it “on” and “off”. Some examples of behaviors driven by disability include:

• Misinterpreting praise as criticism
• Very concrete thinking. Cannot understand abstract concepts.
• Some social behaviors, compulsions (i.e., autism, mental health disorders)

**Remember:** People don’t choose their disability and they can’t turn them off. The job coach’s responsibility in these situations is to minimize the behavior’s impact on the job. You might help compensate for the disability by:

• Developing an accommodation
• Careful job matching
• Employer/coworker education

**Example:** “Nancy” has an unusually sensitive startle response. The job coach helped compensate for the disability by:

• Careful Job Match – Nancy got a job as an evening custodian in a clinic.
• Accommodation – Nancy’s job coach assisted her to purchase and use an iPod with modified music that had embedded “calming messages.”
• Coworker Education – Nancy’s coworkers were carefully instructed to never, ever, surprise her.

Positive supports for challenging behaviors that have a biological or neurological base may be supplemented, in some instances, by medication.

**Behavior that results from poorly matched environments.** People’s behavior can be influenced greatly by their surroundings. Sometimes workers find workplace stimuli (sounds, smells, temperature) at certain jobs so unpleasant that it is impossible for the worker to be successful. It may be related to a person’s inability to control sensory information. One woman with Asperger’s syndrome described the dread she faced when she was asked to work the retail store’s cash registers. The sounds, lights, people, and activity were almost more than she could endure. Some examples that create situations in which the employee is at risk of failure include:
• Hostile or neglectful working situations in which the boss or coworkers are the real problem.
• Work sites characteristics (noise, lights, smells, temperature, activity, people, etc.) that are unbearable to the individual
• Stigma, assumptions, stereotypes that create problems.
• Sterile and boring lives that breed stimulation-seeking behavior.

Interventions to support workers faced with environmental challenges consist of the following strategies:
• Support the worker in developing coping strategies.
• Advocate for respect. Look for accommodations. Work with the business to make changes. Educate the boss, supervisor, and/or coworkers. Discuss whether or not the team should consider using legal protections.
• Encourage the worker to look for a job that is a better fit. Sometimes it may be necessary to accept that this job is not a good fit. Visit with the worker and contact the DVR counselor for possible next steps.
• Support the person to have a richer life.

Behaviors that might be expected to improve or control. We spend a lot of time on these issues:
• Skill deficits (too slow; doesn’t know task steps)
• Social awkwardness (unskilled interactions)
• Time management (good intentions, poor execution)
• Soft skill deficits (not team player; bad manners; doesn’t know what to do when there isn’t something to do)
• Hidden secrets (disclosure issues; work histories)
• Self-advocacy deficits (easily run over; picked on)

The job coach and the team typically starts with these two questions – 1) Does the person know how to do it? OR 2) Does the worker know how to do it, but chooses not to do it? “No” to the first suggests teaching may be the answer; “Yes” to the second suggests motivational approaches.

Some examples of teaching options include:
• The job coach helps Barb learn to better manage time and responsibilities at work.
• Cindy, a coworker, gently encourages Melissa to stand up for her rights in the break room.
• David, the worker, sets a timer to see if he can finally wash 15 pots in five minutes. He got 13 yesterday.
• Jim, the worker, has a list of “creative loitering” activities that he can use to fill the time when he is caught up on his work tasks.

**Teaching options for improving social skills/soft skills** in the workplace generally involve *behavioral rehearsal* and *role playing*. Behavioral rehearsal involves practicing outside of a job on such issues as responding to criticism or asking for help. Roleplaying consists of setting up situations to practice back-and-forth interactions between two people. This is sometimes used for issues like anger management. The problem with either approach is that many people with intellectual disabilities have a hard time taking what they’ve learned with the job coach and applying it in the real work situation.

To overcome this difficulty with *generalization*, the job coach needs to teach in a way that will allow the worker to apply it to new people and in different situations. Some solutions include:

*Teach Diversely* – Use enough different examples and situations, multiple teachers (coworkers, job coaches, coworkers), and settings that the skill is easily applied to the next situation.

*Support the Worker with Reminders* – Like the string on a finger, use cues to help the person remember. They can be note cards, electronic recordings, iDevice and cell phone applications, or even practice with actual coworkers whose presence will be a reminder.

*Modeling/Mentoring* – The job coach/coworker steps in and demonstrates how to behave in a situation. Handled respectfully, this method can be very powerful for visual/auditory learners. It can have the advantage of modeling for coworkers as well when the coach demonstrates how to clarify an instruction.

**Motivational Approaches.** If the person knows how to do the behavior, but chooses not to do it, the job coach needs to look at motivational approaches. These typically involve one of the following approaches:

*Reinforcing Alternative Appropriate Behavior.* Often a challenging or inappropriate behavior exists because the person doesn’t know what to do in a given situation or they haven’t been reinforced for the appropriate behavior in the past. The team asks, “What behavior do we want to see in this situation?” After the targeted appropriate behavior is identified, the worker is reinforced when it occurs. For example, if the worker is late, he/she will be reinforced for arriving on
time. Reinforcing punctuality, therefore, reduces the chances of being late. Another example would be assigning vacuuming to an employee who likes to waste time by talking to others. These are incompatible tasks. If the worker is reinforced for vacuuming and vacuuming increases, talking to others will decrease.

**Extinction**: Extinction is characterized by withholding the reinforcement (ignoring). When that attention is taken away, the undesirable behavior may be reduced or eliminated. Lack of attention is therefore a very powerful stimulus. Ignoring inappropriate behaviors may be effective in eliminating them. Extinction is often used in combination with reinforcing alternative appropriate behaviors. We reinforce the appropriate behavior and ignore the challenging or inappropriate behavior. The use of extinction in employment situations requires careful consideration.

*BE AWARE* that some behaviors cannot be safely ignored, as the employee may severely injure themselves and/or others. Also, research shows that when a behavior is first ignored, the frequency of the behavior may escalate for several days until the employee sees that reinforcement or attention is definitely not coming. Unfortunately, ignoring inappropriate behavior may result in the person losing the job before the behavior is modified.

**Social disapproval** consists of short statements informing the person that the behavior in which he/she is engaging in is inappropriate and it should stop. Some important considerations when using social disapproval include:

- Say the person’s name. This is especially true if there are several people in the same room.
- Say "no", "do not," or "stop" and then identify the inappropriate behavior. Identification of the behavior should be specific. Saying "Amy, stop hitting Joe.", will be more effective than simply, "Amy, stop it."
- Use a no-nonsense voice; Make eye contact; Maintain a straight face
- If possible, give the social disapproval only once. Repeating the statement before the person complies may teach the supported employee to ignore the initial statement. In addition, repetition may be perceived as attention by the person and may result in reinforcing the behavior.
- Do not make derogatory comments about the person. These are unnecessary and provide poor modeling for the person and others.
- Do not moralize or give an explanation at the time of the social disapproval. It may prompt arguing. It also results in attention
which may be reinforcing for the individual. If explanations are needed, they should be given at neutral times.

- Like any consequence, social disapproval should occur as soon as the behavior occurs. In inclusive employment settings it is critical that the person’s dignity and privacy be respected. Ask for support from the workers support team in how to provide immediate social disapproval in a respectful and effective manner.

- Often, it is better to identify the behavior you want the person to be doing rather than giving social disapproval. See the examples below:

<table>
<thead>
<tr>
<th>Social disapproval</th>
<th>Statement of desired behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Jim, stop turning the lights on and off.&quot;</td>
<td>&quot;Jim, please leave the lights on&quot;</td>
</tr>
<tr>
<td>&quot;Mike, don't eat food off the floor.&quot;</td>
<td>&quot;Mike, please throw the dirty food away.&quot;</td>
</tr>
</tbody>
</table>

**Note:** Remember to listen and observe to determine what the employee’s behavior is communicating. You might ask:

- What is causing this behavior
- What function is it serving for the person?
- Do they like their job?
- Are they frustrated with a task that they are asked to perform?
- Who else is in the environment?

**Shaping** (See Chapter 5) can also be used when the goal is to reduce or eliminate a behavior that interferes with job performance or social acceptance at a job site. When using the procedures previously mentioned to either increase or decrease the behavior, one needs to be consistent, and proceed in a slow and deliberate manner. This is also known as shaping, whereby the employee moves through small successive approximations to a final goal.

**Behavior as a form of communication.** Positive Behavior Support research tells us that people use behavior to communicate what they need. Example: Suzy has been working hard for about an hour, when she begins to throw parts at a coworker. Immediately the supervisor rushes to see what is going on, and finds out that Suzy has run out of supplies. If Suzy can learn a new behavior that gets the same thing done, and it’s easy for her to do, maybe she won’t throw parts. This model demonstrates how the PBS approach could be applied in a work setting:

**Step 1:** Exactly what is the behavior; what does it communicate to others or how does it function for this worker?
**Step 2:** How could you possibly test to see if you were right in guessing the function of the behavior?

**Step 3:** What alternate behavior might perform the same function, work as well or better, and be more desirable?

**Step 4:** How can we help the worker shift from the old to the new form of communication?

**Example of a PBS approach: Yelling.** Sam yells at other staff when supplies run out or for attention for any situation. If yelling doesn’t get their attention, Sam would make threats and eventually throw small objects at them. Staff, especially new staff, would give Sam what he wanted even if it meant falling behind in their job.

**Theory:** The team believed that the behavior occurred because Sam received instant gratification and control.

**Test:** The supervisor scheduled an extra worker for one shift to attend to Sam’s every need. Yelling dropped off but he still sought attention.

**New Behavior:** Some workers already wore radios to communicate discretely. Sam was given a radio and told: Yelling distorts your voice; conversation on the radio must be courteous. Coworkers were told to only respond to courteous requests.

**Shifting from old to new behavior:** The yelling was greatly reduced and became manageable because having access to the radio and instant communication was very attractive to Sam.

**Data and Behavior**

The use of data is critical in positive behavior support plan development and implementation. Without data we don’t know if our efforts are having the intended results. Inge (2011) gave these reasons for collecting data in employment settings:

- Data is used to guide the development of the support plan
- Data is the only objective way to evaluate the effectiveness of your plan
- Data provides information that tells how and when to fade the job coach support
- The target behavior in the support plan, may not be the real concern. Other issues may surface that have greater priority.

The types of behavioral data most often used in positive behavioral support plans in employment programs include (Dineen, 2010):

- Tally (product) – How many times did it happen?
• Duration - How long did it last?
• Latency – How long before she started?
• Interval – If we divide up a period of time into equal intervals, in what percentage of those does the behavior occur?
• Frequency – Starting with a period of time divided by these intervals, how many times does the behavior occur during each interval?
• Time Sampling – In order to get a more representative sample of the behavior, the job coach pops in briefly periodically. For example, he/she checks every 10 minutes to see whether the behavior is occurring or not.

Types of behavior measurement tools and support plan development and implementation are discussed in the *Writing Objectives and Measuring Behavior and Designing and Implementing Positive Behavior Supports* modules in the North Dakota Community Staff Training curriculum.
Chapter 8 Feedback Questions

1. All behavior is _____ and the person’s best attempt to meet a _____.
2. How can having a job, in and of itself, contribute to a reduction in challenging behavior?

3. Figuring out the “message” or _____ of a difficult behavior is the key to providing effective positive supports.
4. What does an ABC analysis tell us?
5. What is the goal of positive supports in the workplace?
6. What are appropriate approaches to support workers with behavior that has a neurological or biological base (behaviors that the person cannot “turn on or off”)?
7. Sometimes characteristics in the environment create situations where it is almost impossible for the person to be successful. What are some distracting characteristics of job settings that many people could ignore, but prove to be intolerable for supported employees due to their disability?
8. If a worker knows how to do a job task, but chooses not to do it, the job coach would want to focus on ______ strategies.
9. Teaching options for improving social skills/soft skills in the workplace generally involve ______ ________ and ______ ________.
10. People with disabilities often have trouble with ________, taking what they have learned in practice sessions and applying it to real work situations.
11. What are 3 strategies for promoting generalization of social skills?

12. ________ is often used in combination with reinforcing alternative appropriate behaviors.
13. Give a specific example of how you might use the technique, “reinforcing alternative appropriate behavior” in a work situation. Pick a worker that you know and describe a challenging behavior and how you might identify a behavior that you would like to teach the worker to use instead of the challenging behavior.

14. Give a specific example of how you might use social disapproval in a work situation.
15. People use behavior to __________ what they need.
16. Without ______ we don’t know if our efforts are having the intended results.
17. Why should we collect data in employment settings?
   a. _____ is used to guide the development of the support plan
   b. Data is the only objective way to evaluate the __________ of your plan
   c. Data provides information that tells how and when to _____ the job coach support
   d. The target behavior in the support plan, may not be the real concern. Other issues may surface that have greater ________.
18. Give one example of how you would use each of the data collection tools in an employment setting:
   a. Tally (product)
   
   b. Duration -
   
   c. Latency –
   
   d. Interval –
   
   e. Frequency –
   
   f. Time Sampling-
CHAPTER 9: Employment Supports for Diverse Workers

Objectives: After completing this lesson, job coaches will be able to:

- Recognize the issues that impact a worker’s decision to disclose his/her disability
- Support workers with psychiatric disabilities with appropriate accommodations

Chapter Two of this training manual provided general disability etiquette for job coaches. The workers’ supervisors and coworkers will often model the interactions they observe between the job coach and the employee so it is critical to set a good example.

Job coaches may need to supplement general best practice strategies for teaching job tasks and social skills with disability specific support strategies. Several modules in the North Dakota Community Staff Training curriculum will provide more in depth information on characteristics and support needs of various conditions including:

- *Autism Across the Lifespan* – Includes a chapter specifically on employment supports for workers with Autism Spectrum Disorder
- *Achieving Personal Outcomes* - Information on individualized supports for people with intellectual disabilities
- *Dual Diagnoses* - Information on general supports for people with both intellectual disabilities and mental health disorders

The rest of this chapter will help the job coach understand the unique employment support needs of people with mental health disorders.
Psychiatric Disabilities

Psychiatric disabilities are recognized as the primary cause of occupational disability in at least 10% of private disability insurance claims and about 30% of Social Security disability claims. Returning to work can play an important role in the recovery process for persons with psychiatric disorders.

Many myths and stigmas surround psychiatric disabilities. Unfortunately, the general public often believes that mental illness is a character flaw instead of a brain disorder. Due to these misperceptions, one of the key considerations for any person with a hidden disability, such as mental illness, is whether or not to disclose their disability. Effective disclosure is a decision that the person with the disability needs to make based on information he knows about his disability and what is known about the job. Effective disclosure occurs when a person is knowledgeable about their disability and is able to describe both disability-related needs and his or her employment skills and abilities. Disclosure is discussed in more detail in *Demystifying Job Development*, an elective in the North Dakota Community Staff Training curriculum.

The following accommodations for various features of psychiatric disabilities were suggested by Dineen (2010). The number and degree that each worker may need specific accommodations will vary greatly. Support must be individualized and based on the work related challenges experienced by the employee. Typically, the accommodations provided by the employer are determined as a part of the negotiations during job development and placement. Some accommodations for mental health related barriers to work include:

**Difficulty Maintaining Stamina**
- Allow flexible scheduling
- Allow longer or more frequent work breaks
- Provide additional time to learn new responsibilities
- Match the employee to job/tasks that allow for self-pacing
- Employer arranges backup coverage for when the worker needs to take breaks
- Allow time off for counseling
- Allow employee to work from home during part of the day or week

**Distractibility**
- Reduce distractions in the work area
- Provide space enclosures or a private office
• Allow for use of white noise or environmental sound machines
• Allow the employee to play soothing music using an MP3 player
• Increase natural lighting or provide full spectrum lighting
• Look for opportunities where the employee could work from home
• Plan for uninterrupted work time
• Allow for frequent breaks
• Divide large assignments into smaller tasks and goals
• Use visual instructions as well as verbal

Memory Deficits
• Allow the employee to record meetings
• Provide typewritten minutes of each meeting
• Provide written instructions
• Allow additional training time
• Provide written checklists

Difficulty Working Effectively with Supervisors
• Provide positive praise and reinforcement
• Provide written job instructions
• Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities, and the consequences of not meeting performance standards
• Allow for open communication to managers and supervisors
• Establish written long-term and short-term goals
• Be proactive and be aware of small obstacles that could result in job loss
• Develop a procedure to evaluate the effectiveness of the accommodation

Difficulty Staying Organized and Meeting Deadlines
• Make daily To-Do lists and check items off as they are completed
• Use several calendars to mark meetings and deadlines
• Natural supports (supervisor, coworkers) remind employees of important deadlines and help prioritize work
• Use electronic organizers
• Divide large assignments into smaller tasks and goals

Difficulty Interacting with Coworkers
• Provide sensitivity training to coworkers and supervisors
• Do not mandate that employees attend work-related social
functions
- Encourage all employees to move non-work related conversations out of work areas.
- Role play /rehearse social interactions

**Difficulty Handling Stress and Emotions**
- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow telephone calls during work hours to doctors and others for needed support
- Allow the presence of a support animal
- Allow the employee to take breaks as needed

**Attendance Issues**
- Provide flexible leave for health problems
- Provide a self-paced work load and flexible hours
- Allow employee to work from home
- Provide part-time work schedule
- Allow employee to make up time.

**Handling Changes in the Workplace**
- Recognize that a change in the office environment or in supervisors may be difficult for a person with a mental health impairment
- Maintain open channels of communication between the employee and the new and old supervisor to ensure an effective transition
- Provide periodic meetings with the employee to discuss workplace issues and production levels

**Difficulty Absorbing Complex or Varied Information**
- Use task analysis to break down tasks
- Provide multiple opportunities to practice tasks or steps
- Provide information in multiple formats (visual and auditory) if that is helpful or only one format, if that works better for the individual

**Employment Support Strategies for Workers with Schizophrenia**

In addition, strategies listed above for distractibility, difficulty dealing with stress, difficulty interacting with coworkers, and difficulty absorbing complex information, Western Washington University (n.d.) in *Employment Support for People with Long Term Mental Illness*, recommends
the following strategies to overcome employment obstacles for workers with schizophrenia who are experiencing:

**Associative Intrusion** (hallucinations, delusions, illogical thinking)
- Present information in small units
- Monitor thought processes by frequent questions; have the worker think aloud
- Use thought stopping or other intrusive stimuli to break into perseveration (tendency to repeat responses to an experience in situations where it is not appropriate)

**Misinterpreting Social Interactions Causing Confusion and Distraction**
- Monitor thought processes by having the worker think aloud
- Use written instructions as cues
- Have the worker record concerns in a journal that can be shared with the job coach or counselor later

**Lack of Ability to Generate Alternate Approaches** due to confused thought processes or limited work experience
- Develop alternate approaches with the worker
- Develop decision-making rules
- Develop a plan for problem solving on the job (people to ask or call, etc.)

**Employment Support Strategies for Workers with Mood Disorders**

People with mood disorders differ in their skills, past experience, interests, and the impact of the illness on their work performance. Thus the type and level of support they need to be successful is also quite varied. The best approach is to get to know the person well and learn what works and what doesn’t. Some approaches that have been most successful with people with mood disorders focus on strategies mentioned earlier related to “Difficulty Concentrating/Distractibility” and “Difficulty Staying Organized and Meeting Deadlines.”

Western Washington University (n.d.) in *Employment Support for People with Long Term Mental Illness* identified these additional challenges and supports for workers with mood disorders:

**Impairment of Insight and Judgment**
- Job structuring (task lists, task analysis, setting criterion and checkpoint times) reduces the number of decisions required of the worker
• Adding cues/prompts and providing consistent feedback
• Cue cards, role playing, and journaling

**Sleep Disturbances** – high or low needs for sleep can interfere with job performance
• Select job shifts that are consistent with the worker’s highest energy level
• Support healthful habits such as regular exercise and limiting alcohol

**Lack of Self-Confidence and Initiative**
• Counseling especially peer-to-peer counseling
• Support Groups
Chapter 9: Feedback Questions

1. T  F  The general public often believes that mental illness is a character flaw instead of a brain disorder.

2. One of the key considerations for any person with a hidden disability, such as mental illness, is whether or not to _________ their disability.

3. T  F  Job Coaches should encourage all workers with psychiatric disabilities to disclose their disability to their employer.

4. When disclosing their disability, the worker should be able to effectively describe his/her __________ as well as __________.

5. Give two supports for each of the following work related challenges common to people with mental illness:
   a. Difficulty maintaining stamina
   b. Distractibility
   c. Memory deficits
   d. Problems with supervision
   e. Difficulty staying organized and meeting deadlines
   f. Problems getting along with coworkers
   g. Difficulty with stress and emotions
   h. Attendance issues
   i. Difficulty with change
   j. Difficulty with complex or varied information
   k. Hallucinations, delusions, illogical thinking
   l. Misinterpreting social interactions
   m. Lack of ability to generate alternative approaches
   n. Impairment of insight and judgment
   o. Sleep disturbances
   p. Lack of self-confidence and initiative
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Feedback Answers

Introduction
1. False
2. Integrated, community-based jobs; day supports/center-based employment; self employment (businesses owned by the person with disabilities)
3. True

Chapter 1
1. b, c, g, h, i
2. barriers
3. double
4. integrated
5. healthcare
6. disability

Chapter 2
1. opportunities; supports
2. True
3. Natural supports, assistive technology, paid supports
4. False
5. Everyone has the potential to work in integrated settings. Everyone is respected and valued as employable. Our focus is on the person’s interests, what she or he likes and cares about doing, and what supports and teaching might be necessary to help the person achieve the goal. The job seeker should be involved in all decisions from what kind of job he/she will try to obtain to the kind of supports that will be provided.
6. b, c, d, e, f
7. a
8. True
9. Answers will vary see information in Chapter 2
10. From the first day of employment
11. D
12. False (long term career goals, including job satisfaction and advancement are more important)
13. True
14. Social inclusion
15. a & d
16. People First Language
17. e, h, j
18. a, b, c, e, g
19. True
20. True
21. d
22. False
23.
   a. Describe the layout and location of furniture, etc. Be as specific as possible with
describing the location of objects. (There is a chair three feet from you at 11
   o’clock.)
   b. Ask if you can describe what is on his or her plate. Some people who are blind use a
   “clock” such as, the water glass is at 3 o’clock
   c. Let him/her take your arm. Let him or her control his or her own movements.
   d. Identify the person to whom you are speaking.
24. Assess the extent that these factors may be aversive or distracting to the worker:
   a. Cologne, grooming products
   b. Breath (i.e., cigarettes or strong food odors)
   c. Laundry detergent
   d. Long hair, dangling earrings or facial jewelry
   e. Tone of voice – low, smooth, calm and even is best
   f. Clothing colors
   g. Music
   h. Temperature
   i. Fluorescent lights
25. a, c, f
26. attitudes

Chapter 3
1. Fade
2. In all employment settings, the job coach will:
   a. independently
   b. Social
   c. Data
   d. Assistive technology
   e. Preferences/strengths; support
3. a. natural; accommodations; b. verbally; writing
4. defining the problem
5. brainstorming
6. team
7. worker, employer
8. The job coach represents
   a. The agency who the job coach works for  
   b. The employer  
   c. The supported employee  
   d. The funder (i.e., Vocational Rehabilitation)  
9. The supported employee, the employer, the other employees, and their customers  
10. The job coach should dress appropriately for the type of business environment.  
11. True  
12. Informal  
13. Communication  
14. Solution  
15. Busy  
16. Job coach  
17. Temporary  
18. Guardian; court  
19. True  

Chapter 4
1. True  
2. Before a job match is made and after the person is working to determine if the supports are effect. Career planning is a lifelong process.  
3. During Job Development and Job matching:  
   a. Identifying and/or creating job situations that match the person’s interests, strengths, abilities, career goals and desired outcomes.  
   b. Completing community surveys, ecological inventories, assessment of motivational barriers to employment, job and task analyses, compatibility analyses  
   c. Implementing the necessary marketing and negotiating strategies involved with promoting the concept of supported employment.  
   d. Employment goal setting, job development, and decision making activities  
   e. Preparing a resume, completing applications and interviewing for jobs  
4. Choice  
5. Job coach  
6. Place and Train  
7. To determine the worker’s progress and need for support  
8. Support  
9. Stabilization; 2-4  
10. True
11. Extended services
12. Some examples of supports funded during this phase include jobsite training, offsite job coaching/mentoring, follow-up with employers, follow-up family contact, or any services necessary to achieve and maintain the supported employment placement, throughout the term of the employment.

13. Competitive
14. Integrated
15. Trial work experiences
16. Situational
17. Job shadowing; career
18. Get to know the VR counselor; Make sure the counselor knows your skills and strengths, help them solve problems related to meeting the employment needs of people with disabilities; Consider brief emails or short calls with “things are going OK”; Call to report unexpected changes; Brevity is good, but provide enough information to communicate; Always separate the facts from your opinion.* Report facts and opinions as two different items. He said “___”. In my opinion “___.

Chapter 5
1. Employees with disabilities who are included in these ways worked more hours, had higher hourly earnings, and have higher monthly earnings.
2. Tasks; culture
3. True
4. Effective
5. Temporary
6. Prompts, instructions, and reminders should be used by the job coach only as long as is needed for the person to learn the skill. As soon as the employee learns a particular task or part of a task, the effective job coach fades his/her instructional support and/or transfers it to natural supports available on the job-site (i.e., the supported employees' coworkers or supervisors).
7. By teaching the supported employee to use cues either naturally present in the environment or customized for the worker rather than prompts from the job coach, we are implementing a coaching plan that will be more easily faded.
8. 
9. The job coach needs to determine the worker’s:
   a. Ability to follow a schedule
   b. Competence at completing tasks on time and following a schedule
   c. Independence in working at typical levels of supervision
d. Quality of work

e. Ability to follow procedures

g. Social interactions

10. Baseline/benchmark data compares the worker’s performance on a job with what is expected. This information will help us assess the worker’s progress.

11. Factors to measure;
    a. How fast is/are the task(s) completed? Doe the worker follow the schedule? Are tasks completed on time?
    b. How independent is the worker? How many times does the job coach say or do something? How much of the task, if any, is the job coach performing?
    c. Do the person’s social skills and behavior match those of his/her coworkers?

12. Lack of success at the job is often linked to lack of consistent instruction or a mismatch between the teaching procedure and the learner’s learning style.

13. d

14. true

15. task analysis

16. d

17. The use of a task analysis helps ensure consistent teaching when there is more than one job coach. Following the task analysis ensures that each coach is teaching the same skills in the same sequence. Not only does the learner master the task in bit-size pieces, but the coach’s teaching is structured and monitored. It is the combination of learning at just the right rate and manner with careful and consistent teaching that makes the task analysis effective.

18. b

19. By observing more than one worker, you may be able to identify useful variation in task strategies.

20. Natural cues are clues that inform a person about what to do next. The natural cue is what the supported employee will use to learn how to sequence the task.

21. False

22. They help the worker learn to notice cues in the environment instead of the prompts provided by the job coach.

23. Answers will vary. See chapter 5 for examples.

24. Answers will vary. Review with your supervisor or staff trainer

25. The job coach always starts with the least intrusive prompt. If the worker doesn’t respond correctly to this prompt, another prompt is provided. In this system, the job coach progresses from natural cues (the least intrusive prompt), to verbal, to modeling, to physical prompts (most intrusive) on each step of a task not performed correctly,
until one prompt stimulates the correct response. The employee is not given an opportunity to fail since the job coach is ready to give the next prompt before there is no response or an error is beginning to be made.

26. Current level of independence and what needs to be taught.

27. Probe data is collected, typically at least once a day. When collecting probe data, the job coach indicates the level of prompt that was used to support the individual in completing each step of the task analysis that the worker could not do independently. Typically the job coach will record the type of teaching provided on each step since that will decrease before the supported employee becomes independent.

28. Once the data is gathered, charting will show how well the employee is progressing. This information can be used to show progress or identify the need modifying the task analysis by breaking one or more of the steps into smaller steps or the need for additional or enhanced cues.

29. Counters that the job coach keeps in his/her pocket or moving pennies from one pocket to another to keep track of frequency are examples of subtle data collection tools that would not draw attention in the work setting. Other answers may also be correct.

30. Answers will vary. Several examples are giving in the chapter 5.

31. Increases

32. To increase reinforcement effectiveness:
   a. Give reinforcement quickly and immediately following the occurrence of the desired behavior.
   b. Tell the worker exactly what they did that you are reinforcing
   c. Use continuous reinforcement during learning a new skill. Gradually fade to a less frequent schedule as the person becomes more independent.
   d. Individualize reinforcers
   e. Select age appropriate and place specific reinforcers.
   f. Select natural reinforcers unless they are not effective.

33. Example should describe a situation in which the expectations for performance are gradually increased as the worker develops their skills and/or speed, the expectations for performance are increased.

34. Speed

35. True

36. a, b, c, f, g

Chapter 6

1. The employer/supervisor sets the quality standard for the job.
2. As workers gain more skills, they should benefit from increasing their production with a larger paycheck and increasing responsibilities including opportunities to move into a more inclusive and higher paying job.

3. Stabilization, production, fading

4. The goals during stabilization are to:
   o increase the employee's production rate on each major job duty
   o expand and maintain the employee's performance across all job duties
   o systematically shift assistance provided to the employee to the natural supports available at the work site

5. no more than two or three major job duties

6. Generalization

7. Follow the steps in the task analysis that will be used to teach later

8. It is best to start working on the rate soon after learning to complete the task independently.

9. Answers should reflect the application of these seven steps to cleaning off tables in a restaurant. Ask your staff trainer to review if you have questions about whether or not you have completed this process correctly:
   Step 1: Identify the Employer's Expectations:
   Step 2: Establish the Worker's Baseline Rate:
   Step 3: Identify a Reinforcer:
   Step 4: Establish an Initial Goal:
   Step 5: Making Data-Based Decisions:
   Step 6: Provide Feedback to the Worker:
   Step 7: Fade Intensity of the plan

10. Generalization refers to the worker's ability to perform a task in more than one setting, using different materials, and/or being under the supervision of various people.

11. Conditions naturally change over time. When these changes unexpectedly arise, it is helpful if the worker has received generalization instruction.

12. Answers will vary but should describe at least 3 different settings (3 different businesses or 3 different windows), 3 different sets of materials (various cleaners and tools), and 3 different instructors (job coach, coworker, supervisor)

13. False

14. Self-management

15. Answers will vary and should be consistent with these definitions:
   a. Self-prompting – Pictures, lists, sample assemblies, taped instructions. They allow the person to seek out a prompt on their own. Examples:
b. Self-reinforcement – Self-administration of a reinforcer for performance of a task. A reinforcer can also be self-selected, meaning that the person can choose how she/he will be reinforced. Example:
c. Self-monitoring – Monitoring one’s job-related behaviors by recording them. Example:
d. Self-instruction – Workers can teach themselves to do a job. The person can watch someone else do the task, look at a completed example of a job, or use typical training materials such as manuals or videotapes. Examples:
e. Self-elicited feedback – A person asks a coworker or supervisor about feedback regarding his/her work.

16. Answers will vary but meet these criteria:
   a. Task adaptations – Changing how a task is performed (i.e., highlighting the critical information on a work order; color coding filing systems)
   b. Job-site modifications – Structural changes to the work environment to accommodate a physical disability (i.e., wider doorways, ramps)
   c. Job-modifications – Restructuring the job or redistributing tasks the worker is unable to perform through “job creation” or “job carving.”
   d. Assistive Technology – The use of equipment that helps the worker perform his/her job. Most assistive technology solutions are rather simple and inexpensive.

Chapter 7
1. True
2. True
3. First, rapid withdrawal of job coach assistance may very well result in complete loss of any behavioral gains established earlier. And second, fading which occurs too slowly leads to consumer/parent dependency and real supervisor dependency.
4. Counting prompts forces job coaches to think about what they say and do to support the work
5. When activities are at a slower pace and the supervisor is not under pressure.
6. Answers should reflect this general sequence:
   a. Discuss the fading schedule with the employer; agree on a day to begin.
   b. Inform the employee that you are leaving the work site and why.
   c. Inform the employer and coworkers that you are leaving and provide them with your phone number.
   d. Fade gradually (begin with 15 minute intervals).
   e. Continue to record on-task/attending and production data on the established schedule.
f. Record probe data so that all major duties are probed a minimum of once per week.
g. Review the data.
h. Continue fading your presence from the job site as long as the employee continues to perform all duties at company standards.
i. Continue to collect employee evaluations on the established schedule.
j. Continue to complete progress reports on the established schedule.

7. Answers will vary depending on the people the person supports and the setting where they work.

8. Some people will write about issues but they will not mention them verbally. Others will deny that problems exist when others can see them clearly. If job coaches use a variety of methods to detect problems, they will be far more effective than if they put all their efforts in one approach.

9. Ask the person how things are going; paper or email evaluation that the supervisor fills out on a regular schedule; visiting with the supervisor and coworkers; communicate with the worker’s coworker; and communicating with people who see the worker at home (family, advocate, friend, staff).

Chapter 8
1. Meaningful; need
2. Many correct answers – these are some examples:
   a. A job can be a way to link people with disabilities and their coworkers and an opportunity for enriching the lives of both the person with a disability and his/her coworkers.
   b. Opportunities to contribute through one’s job can help overcome the negative image the person may have developed based on what others have heard about his or her challenging behavior.
   c. A job can give them the opportunity to experience decision-making and develop self-determination skills.

3. Function
4. What happens before the behavior? What does the person do? and What happens after the behavior?
5. To assist the worker in learning positive behaviors or strategies for getting their needs met.
6. Any of these:
   a. Developing an accommodation
   b. Careful job matching
   c. Employer/coworker education
d. Medication
7. Challenging environments with distractions that interact with the worker’s disability include noise, lights, smells, temperature, activity, people, etc.
8. Motivational
9. Behavioral rehearsal; role playing
10. generalization
11. Strategies for helping learners generalize social skills include:
   a. Multiple teachers, settings, and materials
   b. Reminder strategies
   c. Modeling/mentoring
12. Extinction
13. Answers will vary. Check with your trainer or supervisor.
14. Answers will vary but should include these points:
   a. Say the person's name.
   b. Say "no", "do not," or "stop" and then identify the inappropriate behavior.
   c. Use a no-nonsense voice; Make eye contact; Maintain a straight face
   d. If possible, give the social disapproval only once.
   e. Do not make derogatory comments about the person.
   f. Do not moralize or give an explanation at the time of the social disapproval.
   g. Use as soon as the behavior occurs.
   h. Often, it is better to identify the behavior you want the person to be doing rather than giving social disapproval.
15. Communicate
16. Data
17. Data; effectiveness; fade; priority
18. Answers will vary but should address the information below:
   a. Tally (product) – How many times did it happen?
   b. Duration - How long did it last?
   c. Latency – How long before she started?
   d. Interval – If we divide up a period of time into equal intervals, in what percentage of those does the behavior occur?
   e. Frequency – Starting with a period of time divided by these intervals, how many times does the behavior occur during each interval?
   f. Time Sampling – In order to get a more representative sample of the behavior, the job coach pops in briefly periodically. For example, he/she checks every 10 minutes to see whether the behavior is occurring or not.
Chapter 9

1.  T
2.  Disclose
3.  F
4.  Needs; skills and abilities
5.  Any two of the following:
   a.  Difficulty maintaining stamina
       •  Allow flexible scheduling
       •  Allow longer or more frequent work breaks
       •  Provide additional time to learn new responsibilities
       •  Provide self-paced workload
       •  Provide backup coverage for when the worker needs to take breaks
       •  Allow time off for counseling
       •  Allow employee to work from home during part of the day or week
   b.  Distractibility
       •  Reduce distractions in the work area
       •  Provide space enclosures or a private office
       •  Allow for use of white noise or environmental sound machines
       •  Allow the employee to play soothing music using an MP3 player
       •  Increase natural lighting or provide full spectrum lighting
       •  Allow the employee to work from home and provide necessary equipment
       •  Plan for uninterrupted work time
       •  Allow for frequent breaks
       •  Divide large assignments into smaller tasks and goals
       •  Restructure job to include only essential functions
       •  Use visual instructions as well as verbal
   c.  Memory deficits
       •  Allow the employee to record meetings
       •  Provide typewritten minutes of each meeting
       •  Provide written instructions
       •  Allow additional training time
       •  Provide written checklists
   d.  Problems with supervision
       •  Provide positive praise and reinforcement
       •  Provide written job instructions
• Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities, and the consequences of not meeting performance standards
• Allow for open communication to managers and supervisors
• Establish written long-term and short-term goals
• Develop strategies to deal with the problems before they arise
• Develop a procedure to evaluate the effectiveness of the accommodation

e. Difficulty staying organized and meeting deadlines
• Make daily To-Do lists and check items off as they are completed
• Use several calendars to mark meetings and deadlines
• Natural supports (supervisor, coworkers) remind employees of important deadlines and help prioritize work
• Use electronic organizers
• Divide large assignments into smaller tasks and goals

f. Problems getting along with coworkers
• Provide sensitivity training to coworkers and supervisors
• Do not mandate that employees attend work-related social functions
• Encourage all employees to move non-work related conversations out of work areas.
• Role play /rehearse social interactions

g. Difficulty with stress and emotions
• Provide praise and positive reinforcement
• Refer to counseling and employee assistance programs
• Allow telephone calls during work hours to doctors and others for needed support
• Allow the presence of a support animal
• Allow the employee to take breaks as needed

h. Attendance issues
• Provide flexible leave for health problems
• Provide a self-paced work load and flexible hours
• Allow employee to work from home
• Provide part-time work schedule
• Allow employee to make up time.

i. Difficulty with change
• Recognize that a change in the office environment or in supervisors may be difficult for a person with a mental health impairment
• Maintain open channels of communication between the employee and the new and old supervisor to ensure an effective transition
• Provide periodic meetings with the employee to discuss workplace issues and production levels

j. Difficulty with complex or varied information
• Use task analysis to break down tasks
• Provide multiple opportunities to practice tasks or steps
• Provide information in multiple formats (visual and auditory) if that is helpful or only one format, if that works better for the individual

k. hallucinations, delusions, illogical thinking
• Present information in small units
• Monitor thought processes by frequent questions; have the worker think aloud
• Use thought stopping or other intrusive stimuli to break into perseveration (tendency to repeat responses to an experience in situations where it is not appropriate)

l. misinterpreting social interactions
• Monitor thought processes by having the worker think aloud
• Use written instructions as cues
• Have the worker record concerns in a journal that can be shared with the job coach or counselor later

m. lack of ability to generate alternative approaches
• Develop alternate approaches with the worker
• Develop decision-making rules
• Develop a plan for problem solving on the job (people to ask or call, etc.)

n. Impairment of insight and judgment
• Job structuring (task lists, task analysis, setting criterion and checkpoint times) reduces the number of decisions required of the worker
• Adding cues/prompts and providing consistent feedback
• Cue cards, role playing, and journaling

o. Sleep disturbances
• Select job shifts that are consistent with the worker’s highest energy level
• Support healthful habits such as regular exercise and limiting alcohol

p. Lack of self-confidence and initiative
• Counseling especially peer-to-peer counseling
• Support Groups
HONORING CULTURAL DIVERSITY

Communicating with Culturally Diverse Parents of Exceptional Children

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191
Toll Free: 1-800-328-0272
TTY: 703-264-9449
E-mail: ericec@cec.sped.org
Internet: /ericec.htm

ERIC EC Digest #E497
Author: ERIC Clearinghouse on Disabilities and Gifted Education
ED333619 May 1991

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures. The ways people deal with feelings--especially disappointment, anxiety, fear, embarrassment, and anger--vary considerably, and often it is not easy to discern how parents are reacting to the realization that their child has a disability. It is especially important to help parents who have been outside the mainstream of U.S. education understand the educational options available. To do this, professionals need to be sensitive to the different values, experiences, and beliefs that may be held by members of various cultural and ethnic groups toward special education.

Use Language Parents Can Understand and Use Sensitivity in Communicating

To facilitate communication, educators should use the following guidelines:

- Send messages home in the parent’s native language.
- Use an appropriate reading level.
- Listen to messages being returned.

Courtesy, sincerity, and ample opportunity and time to convey concerns can promote communication with and participation by parents from different cultural backgrounds (Johnson & Ramirez, 1987). During meetings it is important to provide ample opportunity for parents to
respond without interrupting. If a parent is formulating a response and has not expressed himself or herself quickly, this delay should not be viewed as a lack of interest in responding. Educators need to listen with empathy and realize that parents can change from feelings of trust to skepticism or curiosity as their understanding of programs and policies increases. It is important to realize that this reaction is normal and that parents may feel hostile or desperate as they attempt to sort out facts from their fundamental beliefs about education.

In communicating with families from different cultural groups, educators should keep in mind their diverse cultural styles. There is no one set of characteristics that can be ascribed to all members of any ethnic group. Instead, the cultural traits of individuals range from those traditionally attributed to the ethnic group to those that are descriptive of a person who has been totally assimilated into the majority culture (Carter & Segura, 1979). Unfortunately, much of the literature describing individuals from minority groups reinforces existing stereotypes. This digest offers some observations about different cultural styles that should be considered cautiously in communications with families of differing cultural backgrounds (Cloud & Landurand, 1988; Johnson & Ramirez, 1987; Taylor, 1989).

Sharing Space
People from different cultures use, value, and share space differently. In some cultures it is considered appropriate for people to stand very close to each other while talking, whereas in other cultures people like to keep farther apart. For example, Hispanics often view Americans as being distant because they prefer more space between speakers. On the other hand, Americans often view individuals who come too close as pushy or invading their private space.

Touching
Rules for touching others vary from culture to culture. In Hispanic and other Latin cultures, two people engaged in conversation are often observed touching and individuals usually embrace when greeting each other. In other cultures, people are more restrained in their greetings. In the Asian/Vietnamese cultures, for example, it is not customary to shake hands with individuals of the opposite sex.

Eye Contact
Among African Americans it is customary for the listener to avert the eyes, whereas Euro-Americans prefer to make direct eye contact while listening. Among Hispanics, avoidance of direct eye contact is sometimes seen as a sign of attentiveness and respect, while sustained direct eye contact may be interpreted as a challenge to authority.
Time Ordering of Interactions
The maxim "business before pleasure" reflects the "one activity at a time" mindset of U.S. mainstream culture. Some cultures, however, are polychronic, that is, people typically handle several activities at the same time. Before getting down to business, Hispanics generally exchange lengthy greetings, pleasantries, and talk of things unrelated to the business at hand. Social interactions may continue to be interwoven throughout the conversation.

Provide Parents with Information

Much of the need for information can be satisfied through regularly scheduled meetings, conferences, and planning sessions for a child's individualized education program (IEP). Educators may assume that their own familiarity with public policy is shared by parents of children with disabilities. Usually, this is not the case. Most parents of culturally diverse children with disabilities need help in understanding the basic tenets of the law, including their own rights and responsibilities.

Support Parents as They Learn How to Participate in the System

Schools must make a sincere commitment to consider parents as partners in their children's education. Professionals who are attempting to work and communicate with parents of children with disabilities should be prepared to support the parents' rights and responsibilities. In essence, professionals should adopt the role of advocate. Parents from culturally diverse backgrounds should be encouraged to join parent organizations and share their cultural points of view.

- Educators and other professionals should recognize parents' needs for the following:
  - Assurance that they should not feel guilty about their child's disability.
  - Acceptance of their feelings without labeling.
  - Acceptance of them as people, rather than as a category.
  - Help in seeing the positive aspects of the future.
  - Recognition of what a big job it is to raise a child with disabilities and help in finding programs, services, and financial resources to make it possible for them to do the job with dignity.

Using these guidelines for communication, teachers and other professionals can assist parents of culturally diverse children with disabilities not only to combat feelings of isolation, but also to achieve a sense of belonging.
Encourage Parental Participation at Home

A growing body of research evidence suggests that important benefits are gained by school-aged children when their parents provide support, encouragement, and direct instruction at home and when home-school communication is active. Children who receive parental help read much better than children who do not. Even instruction by highly competent specialists at school does not produce gains comparable to those obtained when students are tutored by their parents at home (Hewison & Tizard, 1980). Even illiterate parents can promote the acquisition of reading skills by motivating their children, providing an environment that promotes the acquisition of literacy skills, providing comparative and contrasting cultural information, asking the children to read to them, and encouraging verbal interaction about written material.

Resources


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People are connected to natural support networks
People have intimate relationships
People are safe
People have the best possible health
People exercise rights
People are treated fairly
People are free from abuse and neglect
People experience continuity and security
People decide when to share personal information
People choose where and with whom they live
People choose where they work
People use their environments
People live in integrated environments
People interact with other members of the community
People perform different social roles
People choose services
People choose personal goals
People realize personal goals
People participate in the life of the community
People have friends
People are respected

Example of employer evaluation

*Top-of-the-Peak Personnel*

*Performance Evaluation*

Employee: Trina Long  
Job Site: Kinko's
Evaluator: ___________________________  
Date: ___________________________

Please circle the number which best represents the employee's performance

5 = Excellent (exceeds job requirements)
4 = Good (meets job requirements)
3 = Fair (meets most job requirements)
2 = Poor (below job requirements)
1 = Needs Immediate Attention

<table>
<thead>
<tr>
<th>A. Dependability</th>
<th>Problem</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trina is punctual</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina adjusts to changing needs</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina completes tasks dependably</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina helps others when requested</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Production</th>
<th>Problem</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trina meets company production standards</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina actively learns to use new equipment</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina is tidy and organized</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Social Interactions</th>
<th>Problem</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trina is pleasant to co-workers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina is attentive to her supervisor</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina is respectful to customers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Trina uses program to handle frustration</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

*Major Strengths/Areas for Improvement not covered in evaluation:*

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center for continuing education in rehabilitation  
university of washington